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ABSTRACT

The purposes of the Huntsville-Madison County Education Improvement Program were: (1) to develop and demonstrate a curriculum that would improve and enrich the skills, attitudes and thinking processes of the disadvantaged preschool child; (2) to develop in-service programs that would afford teachers and other personnel better understanding of the disadvantaged child and how best to implement a curriculum geared especially for that child; (3) to develop ways and means of involving parents of the disadvantaged in the educational endeavors of their children while enhancing to a great degree their own improvement; (4) to develop and demonstrate ways of effectively working with the public school in coordinating Education Improvement Program (EIP) efforts and fostering continuity with the regular school program; and (5) to demonstrate ways of improving the instructional program for disadvantaged children and the effectiveness of their teachers. Results of the five-year program in the areas of Instructional Services, Speech Services, Health Services, Social Services, and Psychological Services are discussed and presented in tables. A brief Financial Review is also provided. (DB)

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THE

FINAL REPORT

of the

HUNTSVILLE-MADISON COUNTY EDUCATION IMPROVEMENT PROGRAM 1966-1971

PS 005492

The Huntsville-Madison County Education Improvement Program was funded by the Ford Foundation under the auspices of the Southern Association of Colleges and Schools and administered by the Huntsville Public Schools.

The opinions expressed in this publication should not be construed as reflecting the position or policy of the Ford Foundation or the public school systems in Huntsville and Madison County.

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HUNTSVILLE-MADISON COUNTY
EDUCATION IMPROVEMENT PROGRAM

Mr. Isaac W. Rooks, Director
Ms. Mariola D. Jernigan, Associate Director

November 18, 1971

The Huntsville Public School System has been privileged to serve as the administrative agency for the Huntsville-Madison County Education Improvement Program.

The cooperative relationship which characterized the joint efforts of area business and education leaders to secure Ford Foundation funding has been sustained and demonstrated throughout the five years of program operation.

The Ford Foundation funded project has added new dimensions to the educational offerings in the Huntsville area. Utilizing a multidiscipline team approach in meeting the needs of children, the program has through example and experience provided the impetus and the climate necessary to effect change within the established educational systems.

EIP has demonstrated substantial success in statistically measurable areas as well as in the affective domain. We believe that the program has significantly improved the quality of life as well as the educational opportunities for hundreds of economically deprived children in the Huntsville and Madison County area.

We are proud and grateful to have participated in such an exciting and challenging undertaking.

V. M. Burkett

V. M. Burkett
Superintendent
Huntsville Public Schools

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REFLECTIONS FROM THE DIRECTOR

In the summer of 1966 it was my privilege to be invited to become a part of one of the most exciting educational adventures ever undertaken by the Huntsville and Madison County school systems. Through the co-operative efforts of the Association of Huntsville Area Companies, Huntsville and Madison County school systems, Alabama A & M University, Auburn University, the University of Alabama, and interested citizens, coupled with the direction and guidance of the Southern Association of Colleges and Schools, a grant of $2,707,500.00 was secured from the Ford Foundation to operate the Huntsville-Madison County Education Improvement Program.

The original proposal of the Huntsville-Madison County Education Improvement Program outlined the following purposes:

1. To develop and demonstrate a curriculum which would improve and enrich the skills, attitudes and thinking processes of the disadvantaged preschool child, thereby reducing the chances of his progressive retardation in the regular school program.

2. To develop in-service programs which would afford teachers and other personnel better understanding of the disadvantaged child and an understanding of how best to implement curriculum geared especially for the disadvantaged child.

3. To develop ways and means of involving parents of the disadvantaged in the educational endeavors of their children while enhancing to a great degree their own improvement.

4. To develop and demonstrate ways of effectively working with the public schools in coordinating EIP efforts and fostering close continuity with the regular school program.

5. To demonstrate ways of improving the instructional program for disadvantaged children and the effectiveness of their teachers, thereby improving the total school program.

The cooperative efforts of businessmen, the school systems, and other community agencies were vital factors in helping attract financial support and community involvement.

It is difficult to measure the total impact that a program such as EIP can have upon a community in the course of five years. The testing data which have been amassed clearly indicate the advancements which children have made because they were exposed to this program. However, there are many other areas in which statistical data are not available that will weigh heavily in the picture of total program impact.

In the ensuing paragraphs I would like to mention briefly some of these areas in terms of their impact on this community.

Parental Involvement

The changes in the attitudes of parents toward schools, school people, their children's education, and themselves have been significant. Parents were given opportunities to work with and for their children and themselves in a setting and an atmosphere that had not existed before. Black and white parents found opportunities to work and to grow together with the common denominator being the Education Improvement Program.

One of the greatest obstacles that we have had to overcome in enlisting parent involvement in our schools is the fact that they have been fearful and suspicious of the school setting and of school people. EIP provided the vehicle for them to use in removing some of these fears and suspicions.

It is imperative for us to know about parent attitudes toward their children's schooling and to learn about home conditions that affect a child's learning and behavior. The more we know the more we can help the parents. The frequent visits of EIP teachers, social workers, and other staff members established the kind of rapport which gave us an opportunity to understand these critical areas.

I feel that a climate now exists which will allow us to be even more effective in our work with parents and their children. Until now reaching parents was a desirable goal; henceforth it will be a necessary one.

The affirmative testimonials and actions of hundreds who have been touched by the parent programs are living proof of the changes which can take place. It is up to us now to somehow sustain and expand the nucleus of the type of parent involvement which was initiated through EIP.

Teacher Attitudes

It became more apparent with each passing year that teachers attitudes and their understanding of children and parents who live in impoverished circumstances were altered to the extent that they are able to do a more competent job in and out of the classroom. Their willingness to accept and

understand both parents and children has been exemplified by their dedication and total commitment to the program. Almost all of the teachers and supportive staff expressed a very strong desire to remain with the program if it were re-funded from some other source after the Ford Foundation contract expired.

Impact on Other Agencies and Organizations

One of the main objectives of EIP was to share our findings and acquired expertise with others as it relates to working with disadvantaged young children. Staff members and teachers were encouraged and given every opportunity to serve as consultants to local agencies and organizations involved in similar programs not only in this community but in adjacent communities as well. Several prospective teachers in early childhood education from a nearby institution of higher learning performed their student teaching in EIP classes under the supervision of EIP teachers and other staff members. Interested persons were invited to attend and participate in in-service sessions and workshops.

Visitors from many different sections of the country came to view EIP classes and to discuss with teachers and staff members methods and procedures which were being utilized in the program.

One significant gain made by the Huntsville city school system because of having a successful preschool program was the acquisition of a Follow-Through Program. Several EIP staff members and teachers joined the

Follow-Through Program to provide them with a skilled nucleus of personnel to help get the program off the ground.

On behalf of the thousands of children touched by the program, parents, teachers, and other staff members, I would like to personally thank the school systems, the Association of Huntsville Area Companies, the Southern Association of Colleges and Schools, participating institutions of higher learning, and others who had the foresight, the courage, and the ability to see the long-range benefits which could be derived from such an effort as this and planted the seed which brought forward its fruition. Our thanks to the Ford Foundation who expressed their beliefs in this effort by providing funds for its five-year duration. We deeply appreciate the efforts of the many volunteers and interested citizens too numerous to name who provided so much encouragement and assistance to the Huntsville-Madison County Education Improvement Program.

It is my sincere wish that the flame of hope which has been ignited for so many people by this program will not be extinguished by its termination. A beginning has been provided. I hope that the people of Huntsville and Madison County and the state of Alabama will make provisions for the ending.

Isaac W. Rooks

REPORT ON PROGRAM

ASSOCIATE DIRECTOR

The associate director was described in the original proposal to the Ford Foundation as one who would assist the director in the review of requirements, development of program, employment and supervision of personnel, execution of technical and administrative requirements, and utilization of resources to accomplish the objectives of the program. Throughout the five year period, the associate director generally performed these functions only in designated situations and at the specific request of the director.

In the first year of operation partial responsibility for public information and communication was held to be a function of this office also. In the second and third year these tasks were assumed by a communications specialist who was added to the EIP staff. Under a new organizational structure implemented in September, 1969, communication and community relations responsibilities were placed primarily with the office of the associate director and remained so through August, 1971. Writing and/or editing all program reports was a facet of that responsibility.

Throughout the five-year period efforts were made to maintain rapport with the various news sources in the community. News releases, story briefings, classroom and program observations, and preparation of "fact sheets" served to keep the media aware of the program. They expressed appreciation for the special efforts that were made to keep them informed and to help them fully understand the program's development and operation. EIP

has enjoyed excellent and always sympathetic coverage. In addition a generous amount of public service time has been given to program announcements by the radio and TV station managers.

Professional communication assistance — writing, editing, typesetting, slide reproduction, and other services — has been given to assist the EIP public relations endeavors from time to time. This assistance has been made available through representatives of the member companies of the Association of Huntsville Area Companies and the EIP Advisory Committee.

During the first three years of the program's operation, major attention was devoted to the development of a number of high quality brochures. These were disseminated through the Huntsville Public Schools' mailing system to over 2000 persons and/or agencies and early served as the primary method of drawing attention to the EIP effort in Huntsville and Madison County. A movable display was also developed during this period and served the program well. The exhibit was used each year at the fair and enjoyed "tenure" at the courthouse, the municipal building, and the shopping malls. An in-house distribution called the Memogram was designed to keep the teachers informed about program activities.

In September, 1969, the associate director attempted to evaluate program needs in the area of communication and community relations in regard to original program objectives and future goals. As a first consideration, attention was directed to the fact that a commitment had been made to the Ford

Foundation to demonstrate successful program operation and to disseminate information and experiences in regard to the EIP effort. A second objective, to continue and hopefully expand the EIP operation at the termination of the Ford funding period, demanded increased concern as the need for "more money" pressed closer in time.

The objectives were not always incompatible in terms of the specific methods which could be employed to realize them. Often the various methods used to achieve one had spill-over into efforts to achieve the other. Budget limitations precluded the use of costly high saturation techniques; therefore, every effort was made to utilize those resources of goodwill, technical assistance, and dissemination processes which were available at little or no cost in the community, state, and nation. The emphasis was shifted from "telling the story through brochures" to a multifaceted approach.

The Memogram was continued on a weekly basis. The format was changed to be of more interest to a wider audience; a more professional tone and style adopted; and the mailing list extended to include community agencies, local and state educational leaders, public office holders, interested citizens, and others who needed to know the EIP "story" either for dissemination and demonstration or for re-funding purposes.

In efforts to stimulate greater parent involvement and to increase the parents awareness of the total program effort, this office encouraged and counseled with the Social Services component personnel in their efforts to get a parent newsletter established. Several issues of Parent Patter were

published, and interest appeared to be quite high in regard to the newsy little paper written by the parents and the Social Services staff.

Efforts to tell the story through the regular news channels were continued and accelerated. News stories, feature stories, interviews, and excellent photos were some of the coverages the program enjoyed. Additional efforts were made to gain space in non-commercial publications. Those serving the disadvantaged community have been most helpful by running program announcements, writing articles, and displaying pictures of EIP activities. All clearly demonstrated a great deal of support for the program. The local professional publication ran two articles on the program, and the state publication carried one major story and several short items taken from the EIP Memogram.

A 16-minute slide presentation, synchronized with sound, was developed to assist in getting the message across. The presentation includes 72 colored slides which demonstrate the program development, operation, and a qualified projection. A small low-cost brochure, "To Open Doors and Minds," was developed in conjunction with the presentation. The program has been used in briefing and question and answer sessions with political office holders, business leaders, education groups, civic clubs, church organizations, and as an orientation and briefing mechanism for new EIP personnel, in city school workshops and in-service programs as well as graduate and undergraduate education classes at area universities.

In other dissemination efforts a 14 - program ETV series was developed and televised state-wide on a winter and spring schedule and again on a summer schedule. The associate director developed the series and served as moderator. The director often served as a guest on the program. Component services personnel, the EIP research consultant, and other persons largely responsible for developing the EIP proposal also participated. The format provided for an interview or discussion-type situation interspersed with film clips and still shots to demonstrate the program in operation.

These programs have now been recorded on 16 mm sound film. They are to be placed with the Alabama State Department of Education to be used for loan upon request and for review by personnel in other systems in the state who may be interested in providing comprehensive early childhood programs. (Several of the 15-minute segments of the series have already been used by various groups. Health Services component personnel have used those concerned with providing health services for the disadvantanged preschool population quite extensively.) The original standard broadcast videotapes are to remain at the Huntsville ETV center and are available for loan to other educational television centers, state and local.

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Several other communication efforts were made in conjunction with the series. Letters of information concerning the televising of the programs were sent under the director's signature to each college president and superintendent in the state of Alabama as well as other selected educators. Also the

Alabama School Journal cooperated in publishing an article written by the associate director in which the series was described. Several beautiful pictures showing EIP children were taken by a local photographer and were featured with the story. Two small ETV schedule brochures were developed and distributed locally and to many state educators.

At the request of the EIP Advisory Committee, the associate director became a member of that committee and served as secretary and recorder for the group. Meeting arrangements, correspondence, and notetaking and distribution were added to the functions of the associate director's office. As the committee became engaged in the exploration of funding sources and other preliminary "goodwill" contacts, these efforts became increasingly the associate director's responsibility.

An extensive review of funding sources and programs was conducted by this office. A review of the present patterns of foundation and government expenditures in early childhood education for the disadvantaged led this writer to conclude that the best hope for immediate funding would be through the State Department of Pensions and Security in view of their access to the new Social Security Act, Title IV-A funds.

A proposal was developed by the associate director and submitted to the State Department of Pensions and Security early in January, 1971. The proposal was endorsed by the EIP Advisory Committee and the Chairman of the Huntsville Board of Education. Endorsing letters were secured and included

from professional, education, business, and civic leaders as well as those from parents, teachers, and staff. A request for federal local (25 percent) matching monies was submitted with a copy of the proposal to Model Cities and to the Top of Alabama Regional Council of Governments (TARCOG serves five counties in the North Alabama area as a regional council of governments) for endorsement and assistance in securing Appalachian funds.

Federal funds through the Alabama Department of Pensions and Security have been tentatively committed for the project. The amount which could be secured locally was not as great as had been anticipated; however, a reduced program to serve approximately 500 children in the Model Cities area appears highly probable at this writing. Appalachian funds were not made available for the program, and the Model Cities funds were less than had been requested.

Dissemination in regard to what has been learned by the teachers and staff will of course continue in whatever educational endeavors they may undertake, but more specifically two major publications, A Cumulative Research Bulletin, and About Young Children, A Program Guide for Disadvantaged Children in Their Early Years, have been written by the research consultant and staff and are presently being prepared for publication and distribution to over 900 professional persons and/or agencies. These materials will also be processed for retrieval and further distribution through the Early Childhood Edu-

cation division of the ERIC system in Urbana, Illinois. A particular effort has been made to place the EIP developed resources with those persons or agencies that are in positions to further disseminate the information. Hopefully, the 14-program "Brighter Future" ETV series, the corresponding 16 mm sound films, and the two publications previously noted will be available on a continuing basis through the Huntsville ETV center (standard broadcast videotape), the Alabama State Department of Education (16 mm sound film), and the ERIC Clearinghouse (written material).

Parallel education and community endeavors were undertaken also as a function of this office. Research and review materials were prepared for the assistant superintendent who had been assigned by the board of education to prepare a feasibility study in regard to kindergarten for all children in the Huntsville city schools, a review of the "promising programs" in early childhood education was prepared at the request of a Community Council study committee, and efforts were made through a subcommittee of the EIP Advisory Committee to form a Community Coordinated Child Care (4C) Program for the Huntsville-Madison County area.

The position of associate director of the Huntsville-Madison County Education Improvement Program has afforded this writer opportunities to work in behalf of children at the local, state, and national level that perhaps would not have been available under other circumstances. Serving as a Congressional Delegate to the White Conference on Children and participating

in the State Advisory Committee on Children and Youth have been particularly gratifying experiences.

An expression of gratitude is certainly in order to the Ford Foundation officials who made the EIP experiment possible — and so, thank you — primarily for making it possible to serve well many of the children enrolled in the program; but thank you also for the professional development opportunities which the funding afforded for the teachers and staff who have worked with the Huntsville-Madison County Education Improvement Program.

INSTRUCTIONAL SERVICES

The instruction program, the core of EIP, was designed in 1966-67 for five year old children. The following school year, the program was expanded to include four year olds. The growth of this component could be compared to that of an acorn seed sprouting into a giant oak tree. It grew from twenty-three teachers and approximately 300 children to forty-one teachers, 620 children, and five instructional staff members.

A specific educational model was not tested with EIP. An eclectic approach was used. The curriculum was designed for the population served by the program. Curriculum development was influenced by a knowledge of basic child development, interests and needs of the enrollees and their families, and ideas from similar programs.

Any good program for young children must have a philosophy about the teaching-learning process. During the 1967-68 school year, the EIP philosophy was developed by the two specialists in early childhood education and approved by other members of the staff; however, prior to this time, the program had operated with certain basic beliefs about children. It was felt that all of the children could learn regardless of their race, color, or creed. It was recognized that because of their backgrounds, they had different learning styles.

The instructional program was based on the developmental approach to the whole child with emphasis on basic individual needs which were affected

in varying degrees by the environment. The child's strengths were emphasized in efforts to alleviate his weaknesses.

Instruction was supported by auxiliary personnel such as nurses, social workers, psychologists, and speech specialists. Parents were involved in the classroom and reinforced the learning that took place.

The role of the teacher influenced learning. Instead of being a dispenser of knowledge, she became a facilitator and supporter. Toward t his end, teachers participated in a continuous in-service program. Supportive staff also participated as learners. Teachers received in-service education that helped them develop in the following categories:

1. Acceptance of the disadvantaged child and positive interactions with him.

2. A knowledge of child development which enabled them to provide appropriate learning experiences for individual children, as well as the total group.

3. A working knowledge of the sociology of the disadvantaged that helped them work with each child in the context of his total environment.

4. Basic knowledge and skills in the academic areas that enabled them to provide experiences which helped each child build sound foundations for continuous learning progress.

For all children, learning should be an experience of continuous progress throughout their entire school experience. EIP was the beginning of an educational continuum for the disadvantaged child in Huntsville and Madison County schools. The major goal was to help each child progress at his own rate of development so that maximum learning could take place.

Based on the philosophy of the instructional program, the objectives were formulated under four major aspects of development as listed below.

Physical Development

1. To help children become aware of their physical needs and to learn healthful habits for play, rest, elimination, and eating.

2. To build physical coordination and develop motor skills.

Emotional Development

1. To develop a positive self-concept.

2. To develop a sense of accomplishment.

3. To develop an attitude of perseverance.

4. To develop an ability to delay gratification.

5. To develop self-discipline and ability to properly channel energy.

Social Development

1. To help the children gain an understanding of their social world.

2. To help the children learn to work and play fairly and happily.

3. To develop appreciation of the family group.

4. To help children accept the limits present in living in a democratic society.

5. To help children grow in accepting responsibilities and independence.

Intellectual Development

1. To develop language skills.

2. To develop perceptual skills.

3. To develop concept formation.

4. To develop motivation for achievement.

5. To develop interest in and achievement in activities related to school.

After the program for four year old children was initiated, the original objectives were adapted to their developmental levels. The most outstanding change in objectives during the course of the five-year period was that they were written in behavioral terms and categorized according to three domains of learning during the 1970-71 school year. The following lists reflect samples of revised objectives by category. (Each teacher developed her own criteria for determining the extent to which the objectives had been achieved.)

Cognitive Domain

1. To develop language skills

   a. The child can listen to other people participate in a group discussion without interrupting them.

   b. When called by his name, the child will recognize his full name by responding verbally.

   c. When participating in language activities, the child will talk in complete sentences.

   d. The child will re-tell stories in their proper sequence.

e. When pictures of words with the same beginning consonant sounds are shown, the child will be able to identify the sounds.

f. When presented pictures of objects that rhyme, the child can supply the rhyming words.

g. When presented activities using positional words, the child will make sentences with positional words such as under, between, up, down, beside, below, and around.

h. When given directions by the teacher, the child can follow at least three-part directions.

i. After painting a picture, each child can express his original thoughts through creating a story.

2. To develop perceptual skills

a. After the teacher presents an array of objects and removes one or more objects, each child should be able to identify at least one missing object.

b. When presented copies of his first name in manuscript writing, the child will be able to identify his name verbally.

c. When manipulating two sets of geometric shapes (circles, squares, triangles), the child will be able to match the two sets by shape and color.

d. When given a set of three dimensional shapes and similar shapes on paper, the child will be able to match the corresponding shapes.

e. When given a manuscript name card with missing letters, the child will be able to supply the missing letters.

3. To develop conceptual skills

a. Given an array of objects, the child can classify them according to use, color, and texture.

b. When given manuscript labels of objects in the room, the child will be able to identify objects by name.

c. The child can work puzzles with pieces that do not make an entire object.

d. The child can copy pegboard patterns by using several colors.

e. The child can demonstrate left to right progression through opening books properly, picture reading, and reading experience charts.

Affective Domain

1. To develop a positive self image

   a. When requested by the teacher, the child will display his work in the classroom.

   b. Without a request from the teacher, the child will take his work home.

   c. Without a request from the teacher, the child will discuss his work with the teacher and the other children.

   d. When participating in a large group discussion, the child will make verbal contributions.

   e. When given choices, the child can make decisions.

2. To develop an attitude of perseverance.

   a. When given a task to perform, the child can work at it for increasing lengths of time.

   b. The child can continue to work on a task in spite of interruptions.

   c. When beginning an unfinished task at one period of time, the child will be able to complete the task at extended periods of time.

3. To develop the ability to delay gratification.

   a. When given a task to perform, the child will complete the task without adult approval.

   b. Upon completion of a task, the child will praise himself verbally for his accomplishments.

   c. Upon completion of a task, the child will wait for intrinsic rewards rather than concrete rewards.

   d. The child will work for a reward that is not given immediately after the work is done.

4. To develop a sense of accomplishment

   a. The child will stay with a task until it is mastered.

   b. The child will evaluate his own accomplishments according to rules set by the teacher and other children.

5. To develop self-discipline and the ability to properly channel energy.

   a. The child will recognize himself as being the source of control for the consequences of his behavior by admitting to his own behavior.

   b. The child will accept rewards or punishment for his behavior.

6. To develop social skills

   a. When walking to and from the classroom and while playing on the playground, the child will take turns without being asked by the teacher.

   b. When designated as a leader by the teacher or peers, the child will take his turns.

   c. Through group discussions, the child will help formulate rules for group living.

   d. Without interferences, the child will work with other children on a task.

f. When asked for help by one of his peers, the child will respond.

Psychomotor Domain

1. To help children become aware of their physical needs and to learn helpful habits for play, rest, elimination, and eating.

   a. The child will be able to button or zip his coat.

   b. The child will be able to lace and tie his shoes.

   c. After finishing with materials in the room, the child will put them back in place.

   d. After studying the body parts, the child will be able to draw stick figures with visible body parts.

   e. When given geometric shapes, the child will be able to trace them.

2. To build physical coordination and develop motor skills.

   a. While focusing on an object held at eye level, the child will be able to walk the balance beam.

   b. After taking field trips, the child will be able to demonstrate concepts learned through block building.

   c. While listening to music with varying tempos, the child will be able to clap appropriate rhythms.

   d. The child will be able to fold large sheets of paper in half.

   e. The child will be able to cut the outlying areas of pictures.

In 1966-67, the position of specialist in early childhood education and program was vacant. The center coordinators were responsible for supervising the instructional program in addition to their administrative responsibilities.

Because teachers had limited backgrounds and experience in early childhood education, a resource guide was developed by the teachers and staff. It was used as a point of departure for teachers who found it helpful. Teachers had the freedom to design their own materials in addition to using suggested units. Planning was essential. Teachers and instructional assistants were urged to plan and evaluate together daily. Suggested lesson plan forms and plan books were available and could be used at the option of the teacher.

In the second year of operation, 1967-68, two specialists in early childhood education — one for four year olds and one for five year olds — were appointed. A resource teacher for each level was also appointed. In the third year two additional resource teachers, again one for fours, and one for fives, were added.

In the 1969-70 school year, one specialist in early childhood education assumed the entire leadership for the instruction program. Four resource teachers were provided.

The instructional staff was reorganized to facilitate more effective use of its members. New center assignments were made. Each resource teacher was assigned approximately ten teachers located in the same geographical area. In order to provide continuity, the resource teachers worked with both four and five year old children. They had previously worked with one age level. The resource teachers complemented each other by working in teams.

The resource teachers' responsibility was to assist the specialist in early childhood education with the development of curriculum and program. They helped with the planning and execution of in-service education, the selection and demonstration of materials and equipment, and the designing of written curriculum materials. Regular classroom visits were made. Assistance in planning and evaluation were given to the teacher and instructional assistant.

In an attempt to coordinate the efforts of the instructional staff, weekly meetings were held. Reports and discussions of work for the previous week were made, and plans for future activities were outlined. In some instances, consultants met with the group.

Permanent records were established and maintained. Resource teachers assisted teachers in updating records periodically.

A variety of teaching approaches and techniques were tested. They ranged from large to small groups and from teacher domination to unrestricted freedom. As the teachers became more adept in early childhood education, their confidence and security increased as they worked with the children. They were more selective in the learning experiences which they provided for the children. More individualized and small group instruction was provided. Children had increased freedom in choosing their activities.

Learning experiences were provided in the following subject areas: language arts, social studies, science, math, arts and crafts, music, health,

and physical education. These subjects were not taught separately, but as integrated learning experiences.

It was necessary to provide experiences for teachers and instructional assistants to enable them to acquire an understanding of early childhood education. Learning experiences were provided through lectures from consultants, demonstration classes, films, filmstrips, videotapes, discussions, and role playing. Initially, large group lectures seemed effective; however, that was not the only approach used. After the teachers received general background information in early childhood education, they were given the opportunity to develop more specificity and depth in areas of needs and interest. After developing much expertise, teachers became involved in the planning of the in-service program and served as group leaders.

In addition to the general meetings, unit meetings (small groups) were conducted. These meetings provided for more individual involvement and were usually conducted by the resource teachers and/or specialist in early childhood education. Other methods used in teacher development included visits to similar programs, academic course work at the university level, national conference participation, and attendance at local workshops sponsored by other agencies.

Teachers, for the most part, were responsible for training the instructional assistants. Both groups, however, were involved in in-service pro-

grams that helped them work more effectively as teaching teams, and several programs were designed by the staff to meet the specific needs of the instructional assistants.

Growth was evident during the five years: teachers and staff became more knowledgeable and skilled in working with the young child and in working together as a team; test results and evaluation based on observation indicate that the children increased their performance levels; and many parents became actively involved in classroom activities.

Toward the end of the last year of the program, the instruction component personnel wrote a guide. This program guide was based on the experiences made possible by the Ford Foundation funding. Hopefully, this resource material will be useful to others who are interested in providing similar programs for young children.

Finally, EIP demonstrated that a sound curriculum is essential for the growth and development of young children, especially the educationally and economically disadvantaged child.

SPEECH SERVICES

Underprivileged children appear to be particularly weak in the area of speech and language. Research and experience indicate that children coming from deprived environments do not develop speech and language patterns appropriate to their age level.

The Speech Services component of the Huntsville-Madison County Education Improvement Program was included as an ancillary service in order to facilitate growth-fostering experiences in this critical area of development. Initially, the objectives of the component were limited. During the course of the five-year period, the scope evolved so that presently the program is quite comprehensive.

In 1966 the component coordinator worked closely with the director in establishing the following objectives:

1. Identify speech problems common to the EIP population.
2. Provide individual work for children demonstrating defective speech.
3. Serve as a speech model on visits to the classrooms.

The children were screened in an effort to identify those exhibiting speech problems. Twenty-five percent of the EIP population appeared to need corrective work.

Adequate working space was difficult to find. EIP classes were housed in a variety of structures,and space limitations prohibited the introduction

of additional speech-related activities. A limited amount of group work was conducted in the classrooms with all children participating. Activities selected to develop auditory perception were used primarily.

A second major problem was the lack of time in which to work with children. Approximately a third of the therapist's time was diverted to assist with the testing program which was conducted by the Psychological Services component. A regular schedule could not be maintained; the children did not make the speech gains that earlier had been anticipated.

The following year (1967-68), objectives and procedures were changed. In an effort to capitalize on the growth potential of four and five year old children, a developmental approach to speech improvement was planned in keeping with the following revised objectives:

1. Identify pupils needing speech therapy.
2. Provide speech improvement activities for all four and five year old children.
3. Provide individual and small group therapy for children with more severe speech defects.
4. Provide consultation services for teachers and parents.
5. Provide audiometric tests for children referred by parents, teachers, or staff.

Children demonstrating speech problems were identified in a total population screening. The Hjena Articulation Test was used to evaluate speech sounds in the initial, medial, and final positions. An individualized program was planned for each child identified as needing therapy.

In addition speech activities for all children were provided in the classroom setting. The planned speech development experiences included listening, auditory discrimination, rhythm, and speaking.

Listening and auditory discrimination are particularly important developmental tasks as the child begins to correct speech errors. He must be able to hear the difference between what he is saying and the correct sounds. A sequential program — beginning with gross sounds and progressing to more difficult speech sounds — is judged to be the most effective. Teachers were encouraged to call attention to environmental sounds as a beginning exercise. Sounds at school, sounds at home, and sounds in the city provided a listening experience upon which an awareness of other sounds could be built. Many materials were provided for the teacher to use in facilitating further growth and development in this area.

Teachers were asked to encourage the children to verbalize their thoughts. Games, stories, records, and many other materials were used to elicit speech from the children. It is through listening and verbalizing that the child learns to discriminate concerning both what is heard and what is said. In these activities teachers were reminded to function as speech models for the children. Imitation is the primary method by which a child learns to speak. If his model is inadequate, his own speech will be also.

In 1968-69, the scope of Speech Services was extended to include in-service programs for teachers. The critical nature of their role in helping

the child attain good speech was emphasized. In addition to those activities conducted in previous years for the children, a series of lessons on the auditory development of consonant sounds was included for the four year olds. The We Speak Through Music lessons provided an experience base upon which many enrichment activities were provided. In addition to the regular speech development activities provided for five year olds, three classes used a taped series of speech improvement lessons. Formerly named the Golden Language Tapes, Talking With Mike is a series of speech improvement lessons which emphasize listening, developing a more standard way of speaking, and increasing the vocabulary. Each lesson includes speaking exercises and students are consistently reminded to speak like the models, "Mr. and Mrs. Mike."

In the fall of 1969 a part-time therapist was added to the Speech Services staff. Funds for this person were made available through the Model Cities Program. The additional staff member enabled the component to expand services. The component effort of the previous year was continued and extended to include the following objective: Provide an audiometric test for all five year old children served by the program.

Defective hearing is often a causal factor in a child's inability to learn. An evaluation of the experiences in this area of service led the staff to conclude that testing and follow-up for hearing loss is of critical importance in any educational endeavor intended to serve the disadvantaged population and

possibly has been the most important service rendered through the Speech Services component.

The Zenith Visual-Auditory Screening for children, an audiometer which uses both auditory and visual stimuli to elicit responses, was used as the testing instrument. Speech Services personnel have evaluated the equipment as being highly reliable in the testing of young children. Test results correspond very closely to those occuring when a pure-tone test is administered.

Approximately 420 children were tested; thirteen demonstrated significant hearing loss, and other children were identified who exhibited lesser amounts of loss. This information served not only as the basis for referral and follow-up but also served to assist the teacher in better understanding the child.

As indicated earlier, speech development activities were again included as a part of the language arts curriculum in both four and five year old classes. Pre- and posttests of articulation were administered to all children in five year old classes. The gains appeared generally to reflect a normal speech progression.

Throughout the last year (1970-71) of the program's operation, speech development activities continued as a part of the total language arts curriculum. In addition to providing for the learning experiences of previous years, teachers were encouraged to introduce children to the phonetic value of letters. Children in kindergarten demonstrate interest in making letters of

the alphabet. Teachers have capitalized on this interest. The sound value of the consonants has been taught with the formation. In this manner, auditory discrimination of words beginning with different consonant sounds has been introduced. In order for a child to improve his speech, he must be able to discriminate auditorily among the various sounds. The listening that is involved in auditory discrimination serves as a necessary first step in speech correction.

A systematic phonic approach to speech improvement offers another advantage in that it serves the child as a first step in the decoding system w hich he can use as he begins to read. One reading authority Jeanne S. Chall, author of the well-known book, Learning to Read: The Great Debate, states that the research on reading methods indicates that a heavier code emphasis in the teaching of reading is more effective for children of lower socioeconomic status. She explains that a knowledge of the sound-symbol relationship gives the child a tool with which to decode the printed page and, when used in conjunction with the language-experience or basal reader approach, can provide a boost in learning to read.

An articulation posttest when compared with a like test administered the previous September, indicates that improvement occurred. Children demonstrating immature speech in September corrected many errors.

Concentration on the phonetic approach in the teaching of consonant sounds has been credited for the demonstrated gains in many instances. Pro-

gress which may be attributed to maturation has not been discounted; however, it appears that EIP children demonstrated an accelerated speech development during the past year.

The teacher's role as a speech model has been emphasized throughout the duration of the program. This year an informal study was conducted in an effort to determine strengths and weaknesses in teachers' speech patterns. The coordinator of Speech Services visited in each classroom for the purpose of identifying areas which needed improvement. A conference with the teacher and assistant teacher followed each visit. Individual strengths and weaknesses were discussed.

The coordinator identified the following areas of strength:

1. The voice was used as a means of conveying enthusiasm or to indicate a mood.
2. Voices were warm and friendly.
3. Some teachers were articulate.

Noted also were the following areas of weaknesses:

1. The subject and verb lacked agreement.
2. Enunciation was not precise.
3. Non-standard pronounciation was used.
4. Plural and possessive forms were used incorrectly.
5. Omission of final consonant sounds was readily apparent.
6. The dropping of g on ing endings was a common occurrence.
7. A distortion of vowel sounds was noted.

The study clearly revealed that the teacher generally did not function as an acceptable speech model. A recommendation was made to consider speech patterns carefully when employing personnel. A standard speech would appear to be a critically important characteristic for persons in education seeking to improve the opportunities for the disadvantaged.

Some conclusions regarding the speech of the disadvantaged may be drawn based upon the experiences of the past five years.

1. Generally, children coming from disadvantaged environments have not developed speech and language appropriate to their age level.

2. Children tend to emulate the speech patterns of adults in their lives.

3. There is a general tendency to omit final consonant sounds.

4. Often verbs are misused . (Ex. You be driving too fast.)

5. Subject and verb lack agreement.

6. The omission of the s sound is probably the most outstanding error.

7. Tongue and lips are often not used enough to produce distinct speech.

It has not been the purpose of those concerned in the area of speech development to destroy the child's former speech habits nor to make him feel uncomfortable with his speech or that of his family, but rather to make it possible for him to choose an alternative way of speaking.

The philosophy of Speech Services has been to accept the speech that the child brings to school, but at the same time to try to bring about changes

which will make his speech more acceptable in the larger community. Although their speech is still below standard in many instances, most of the children have improved as a result of the EIP experience. It is increasingly apparent that a speech development program must be an integral part of the language arts curriculum in a preschool program seeking to serve the disadvantaged.

It is essential that efforts be initiated very early in the child's life to develop the ability to handle the English language. Preschool children of Huntsville and Madison County, Alabama, must be more fully prepared in speech and language if they are to be successful in coping with reading, spelling, writing, and speaking in later school experiences.

Parent education is obviously important in this endeavor. Parents must be made to understand that talking to babies, reading stories, and playing games are those things which help the child develop speech and language skills. They must be helped to understand that these activities build a foundation for later growth and development.

Success in school-related experiences appears to be strongly related to the adequate development of language skills. The total speech-language program for economically disadvantaged children needs to be strongly structured and adequate models provided. In such instances that the home environment cannot be depended upon to reinforce school-developed speech language skill, it becomes essential that every effort be made to facilitate maximum impact in the school environment.

Throughout the five years of the program's operation, an effort has been made to evaluate the materials and equipment which have been used as a part of the Speech Services endeavors. The teachers and staff recommend the materials and equipment identified in the following lists:

Materials

Talking Time, Scott and Thompson, Webster Division, McGraw-Hill Book Company, New York, New York.

Talking Time is a resource book for classroom teachers. The materials are suitable for levels K-4. The activities may be used to guide the teaching of speech sounds, listening skills, and speech skills. The selections may be used to provide "other culture" experiences for disadvantaged children.

Phonics In Listening, In Speaking, Reading, and Writing, Scott and Thompson, Webster Division, McGraw-Hill Book Company, New York, New York.

Intended as a resource material for teachers, the games, devices, and activities included in this book have been evaluated as appropriate to grade levels K-4. Most of the materials can be adopted to any of these levels.

Look, Listen and Learn series, Millikin Publishing Company, St. Louis, Missouri.

"It's Fun to Listen." Color transparencies, duplicating masters, and records are used to teach the child to follow directions, respond to auditory cues on worksheets, auditorily perceive and discriminate, and identify relationships based on auditory perception.

"It's Time to Rhyme." The materials consist of transparencies, duplicating masters, and a record. The pictured stories, jingles, and nursery rhymes are designed to extend and develop tne child's vocabulary and his auditory discrimination.

The Junior Listen — Hear Program, Slepian and Siedler, Follet Publishing Company, Chicago, Illinois.

The primary purpose of these books and the supplementary material is to provide a systematic method for teachers to use in developing selective listening skills in very young children. The exercises are arranged in order of sophistication and range from simple recognition and discrimination of gross environmental sounds to beginning auditory discrimination of speech sounds.

Gateway to Good Reading, Imperial International Learning, 247 West Court Street, Kankakee, Illinois 60901.

These auditory discrimination tapes and pupil booklets are designed to develop eye-motor coordination, extend the listening and speaking vocabulary, and to develop good listening habits. The child listens, follows directions, identifies, selects, and discriminates. Throughout each tape, the listener is actively involved in the learning process. These lessons may be used with older kindergarten and first grade children. They may be used for either individual or group instruction.

Sounds I Can Hear, Scott-Foresman, Atlanta, Georgia.

This series of records and supplementary materials may be used to develop auditory perception and discrimination of environmental sounds. The material can be used effectively with four year old children.

Peabody Language Development Kit - Level #P and #1. American Guidance Service, Publishers Building, Circle Pines, Minnesota 35014.

The PLDK is designed to stimulate oral language and develop verbal intelligence through training. Puppets help make the lessons attractive to youngsters. A specific speech development activity is included in many of the lessons.

Talking With Mike, Ruth Golden, Spoken Arts, 59 Locust Avenue, New Rochelle, New York 10801.

The package includes thirty-six lessons which provide a variety of experiences designed to motivate young children to imitate the language used by the two characters, "Mr. and Mrs. Mike." Re-

peating exercises as well as a number of songs, rhymes, and riddles are included. The objectives are to increase fluency in the use of standard English, extend oral vocabularies, and promote auditory discrimination. The language concepts presented are regularly reinforced. The difficulty level is K-1.

We Speak Through Music, Sister Mary Arthur and Sister Mary Elaine, Stanbor Productions, Volhalla, New York.

The four records provide practice materials for the therapist to use with the child who has an articulatory disorder. The songs are designed to develop consonant sounds. The kindergarten and first grade teacher may use the song book and records as an indispensable part of the speech improvement program. It complements the reading readiness and phonics program.

Equipment

Tape recorders
Record players
Language Masters
Audiometers (The Zenith Visual and Auditory Screening for Children (VASC) is a speech audiometer specifically designed to be used with young children. Visual and auditory stimuli are used to elicit response.)

HEALTH SERVICES

Early program planners and developers anticipated that health services for students enrolled in the Huntsville-Madison County Education Improvement Program would be provided through the public health agency serving Madison County. By the spring of 1967, it had become increasingly evident that the agency could not provide the requested services.

The program position in regard to the importance of a total service program had not changed and perhaps is best stated briefly by quoting Compensatory Education for Cultural Deprivation (Bloom, Davis, and Hess, 1966, p. 8).

> "There is almost unanimous agreement that the prior satisfaction of the so-called basic needs is necessary before human beings can become concerned with and perform higher level functions. With children, the adequate satisfaction of nutritional needs and the need for sleep and rest heightens the probability of their being able to perform completely in school situations. Adequate living conditions, clothing, exercise, and the availability of medical care - - - all contribute to the heightened probability of increased capability in school situations."

The EIP child's nutritional needs were being met through funds made available under Title 1. Food service was provided in coordination with the existing lunch programs as operated in the Huntsville and Madison County schools. In addition to a grade "A" lunch, milk and crackers were provided for the children in the early morning.

In September, 1967, a health program was developed within the EIP organization. Staffing included two nurses and a medical consultant. Objectives were patterned after those recommended for school health services by the American Pediatric Association and included the following programs:

1. Environmental safety and first aid
2. Medical care
3. Communicable disease control
4. Speech and hearing
5. Visual health
6. Dental health
7. Mental health
8. Health education

Medical and dental services to support the program were provided through the Huntsville and Madison County school systems' Title 1 allocations at the rate of $10.00 per child. Providing health care with these funds required structuring services within the following guidelines:

1. EIP students whose families qualified under Office of Economic Opportunity (OEO) guidelines were eligible for services.
2. Medical services were confined to those students presenting health needs; diagnostic evaluations and treatment were limited to "out-patient" services.
3. Dental treatment was offered only for relief of pain.

As funds became available from other sources, dental services were extended to include a complete dental program for students based on priority need. Medication was provided as needed.

The staff continued to work with community agencies including the Alabama State Crippled Childrens' Service, Madison County Public Health Department, and the Madison County Department of Pensions and Security, as well as civic groups, volunteers, and church groups in rendering health services to children.

Staffing and Staff Development

In order to facilitate a total family approach in meeting the child's health needs, the nurse case load was lower than the usually recommended 1500. The Health Service component was staffed by two and sometimes three nurses serving a yearly EIP population of approximately 600 students.

Job descriptions were developed and nursing in-service education programs were offered. The in-service nursing training was intended primarily to assist the nurse in understanding her role as it related to the instructional program, to the health needs of preschool children, their families, and community agencies. The areas explored included but were not restricted to communication (verbal and non-verbal), child growth and development, nursing care plans, effective home visiting, recording of health data, communicable disease control, common childhood illnesses (both long and short term), effective utilization of teaching tools, and health education.

In efforts to facilitate communication EIP nurses participated in in-service programs offered as a part of the State Public Health Nursing Service.

Records and Reporting

Accurate and useful record keeping has been considered an important function of the EIP Health Services component. In order to meet tne individual needs of the EIP health program, records were developed and/or refined to reflect information in the following areas:

1. Cumulative health
2. Case progress
3. Administration

Implementation of Objectives

Several approaches have been used in efforts to implement the objectives of the Health Services component. Initially a handbook was prepared for the teachers and staff to acquaint them with the program effort and to facilitate an understanding of the teachers' and nurses' role in meeting the health program objectives. Other general approaches included regular center visits, teacher conferences, and home visits. Various other procedures were necessary in meeting specific program objectives and, of course, changed as the various programs were emphasized during the year.

Environmental Safety and Management of Emergencies

Recognizing that accidents are the number one cause of death among children, the EIP staff established "safety" as a priority item. Teachers were involved in developing safety rules for themselves and the children. They were encouraged to offer safety education as one facet of the total health education program. In-service programs designed to facilitate purposeful rational behavior in the management of emergencies was conducted by the Health Services staff. First aid kits were supplied to each center and replenished as needed.

Local education personnel and parents were asked to lend assistance in the area of environmental safety. Playground equipment was inspected and removed if regarded as potentially hazardous to young children. Students and parents participated in "clean-up" and "fix-up" campaigns.

The parents were also encouraged to participate in courses offered by the American Red Cross. Successful completion of the courses was necessary in order for the parents to work in the school clinics. Much of the course work was verbally oriented. A great deal of patience on the part of the EIP staff and the community agency was required in these efforts.

Medical Treatment Program

The entire EIP staff, parents, and teachers were involved in meeting the children's medical needs. Funding guidelines often dictated approaches, services, and population to be served. An effort was made to establish pro-

cedures and priorities which would facilitate the efficient utilization of professional personnel while at the same time insuring that the fullest possible medical service would be provided.

Extensive health histories were recorded on each child. Teacher observations and the nurses' routine evaluations were critical inputs on these records. The laboratory services available through the county public health agency were used extensively. Often the medical consultant provided judgement on the medical needs of individual students which served to expedite remedial efforts without the costly and time-consuming office visit.

Each child demonstrating a medical need received the benefit of thorough diagnostic procedures on an out-patient basis. Complete follow-up was a routine part of the case coverage for "doctor visit" cases as well as for those not having direct doctor contact.

The EIP population presented needs for various medical services. Some of these have been noted in the following list of conditions:

1. Sickle ceil disease
2. Epilepsy
3. Congenital anomalies
4. Infectious processes related to eyes, ears, nose, and throat.
5. Gastrointestinal disorders
6. Communicable diseases (pinworms, tinea copites, and catarrh conjunctivities)
7. Anemia
8. Genito - urinary disorders

Communicable Disease Control Program

Many program efforts have been aimed at the prevention and/or control of communicable diseases. In procedures designed to prevent the duplication of a service performed by the local health department, the nursing staff worked in coordination with the Social and Instructional Services components to motivate parents to seek immunizations for their children through the public health agency. Brightly printed leaflets concerning immunizations were distributed to parents at approproate intervals throughout the school year. Several "entire class" trips were made to a local public health facility in the Model Cities area to secure immunizations for the children. Preparation and follow-up were major facets of this program.

Health education for students has been strongly encouraged as it relates to all aspects of communicable disease prevention and control. Parents related needs and concerns in feedback sessions each year, and a parent health education program was designed to focus on the noted areas of concern.

A procedural manual for teachers developed by the nursing staff included a section pertaining to the management of various communicable diseases. The importance of early detection by teacher and nurse was emphasized. In-service programs were conducted for teachers to assist them in the management of communicable diseases such as impetigo and ring worm. The role and responsibility of the nurse and the teacher in regard to the appropriate procedures was defined.

Tuberculosis is a communicable disease of serious proportion in the Huntsville-Madison County area of Alabama. In order to facilitate identification of those students in contact with tuberculosis, family histories were studied, and a total population TB skin testing program was conducted each year. The TINE (old tuberculin), a product of the Lederle Company, and PPD (purified protein derivative) administered with the Pedi-jet were utilized in mass screening programs. Contrary to several reports, there appeared to be no significant difference in the degree of standardization of reading with the TINE and the Pedi-jet administered PPD. The TINE was evaluated as presenting an over-reading and the Pedi-jet PPD an under-reading in a comparison with the Manitoux administered PPD.

The human variable was not discounted. Variation in tests results was attributed in some instances to this factor. Both the TINE and the Pedi-jet PPD are easily administered in the classroom setting.

Those children presenting positive reactions with the TINE and the Pedi-jet PPD were further screened with the Manitoux. In this manner approximately two and one-half percent of the EIP population each year were newly identified as positive reactors. These persons were placed on medication and checked at regular intervals throughout the year.

Speech and Hearing Program

The service rendered by EIP nurses as related to speech and hearing was primarily that of processing referrals from the Speech Services component

and identifying students presenting speech and hearing-related health needs.

Parents were counseled in coordination with the Speech Service personnel, and referrals for appropriate care were directed to local pediatricians; eye, ear, nose and throat specialists; and community agencies. The child's progress was routinely noted and necessary follow-up attention insured.

Conditions related to ears, nose, and throat ranked highest in the number of "reasons" that EIP children required medical treatment.

Visual Health Program

The nursing staff and volunteers have conducted annually a vision screening program in each EIP classroom.

Various pupil preparation techniques were explored in cooperation with the Instructional Services staff. Students appeared to respond best when prepared the day before testing. Familiarity with the testing situation tended to lessen anxiety and facilitate the required verbal responses. As one example, preparation for testing with the Snellen E Chart involved the display of a large letter E. As the letter was turned, students were asked to respond by voicing the direction in which the "legs" of the letter were pointing.

Prior to the screening, training in the effective use of screening materials with a preschool population was conducted for the nurses and volunteers by local opthalmologists.

Various techniques were used in the screening program, and evaluations were made on the following materials:

1. Worth 4 Dot Flashlight
2. Snellen Illiterate E Plastic Distance Test
3. Allen Preschool Vision Test
4. + lens

Both the Snellen E and the Allen Preschool Vision Tests were easily conducted by nurses and volunteers in mass screening operations. The Allen material was found to be particularly effective in screening four year old children and those with learning difficulties.

Even though several attempts were made to use the + lens in mass screening, volunteers appeared to become confused, scored readings incorrectly, and gave cues to the anticipated response. Only one or two students from a 600 tested population were identified with the + lens. General nurse and teacher observation would be expected to produce a higher number of children needing attention for vision problems.

The Worth 4 dot flashlight was used only as a testing instrument on children referred to Health Services. The device was felt to be of questionable value in a vision detection program for young children.

Each student identified either through nurse/teacher observation or through the mass screening program received further evaluation by an opthalmologist.

Approximately one percent of the population each year was identified as needing corrective lens. The figure is far below the estimated 10 percent that need correction in the general population. The noted disparity is probably due to the difficulty in evaluating vision needs of the very young child. Recent studies in the Huntsville Public School system reflect the greatest evidence of identification in age levels eight through 13.

Parent and teacher education in eye care was facilitated through the distribution of the following pamphlets:

> "Memo to Parents about Your Child's Eyesight," Metropolitan Life Insurance Company T 0 584 (4-49).
>
> "Cues for Eye Care for Children" American Association of Opthalmology, 1100 17th Street, N. W., Washington, D. C. 20036.

Dental Health Program

The Dental Health Program provided for both education and treatment. EIP nurses in cooperation with the instructional staff developed materials related to dental health for the children and parents. Numerous leaflets and posters from the state public health agency were distributed and displayed.

Teachers' comments indicated that they felt that "habit" was critical in the development of good health practices. Acting on these conclusions, the nursing staff insured the distribution of a toothbrush to each child with instruction on proper use in the home environment. General investigation revealed that the brushes were not used consistently, if at all, and were readily lost. As a result of these experiences, each child was provided a

brush to keep at school and reminded or otherwise supervised to brush once per day as a part of the day's instruction program. The approach worked well under supervision. Long term or "habit" effect, however, could not be determined.

Treatment for students with serious dental needs was grossly inadequate in the early phases of the program. Service could only be rendered to those demonstrating pain. As funds became available, EIP nurses worked with a dental consultant in developing a system of screening students to determine priority needs. Later additional funding provided total classroom care in cleaning, x-ray, and flouride treatment. Students identified as needing more intensive treatment were scheduled for complete follow-up.

Mental Health Program

Health Services coordinated efforts with the Psychological Services component in identifying students demonstrating needs related to mental health. Conditions identified included epilepsy, hyperactivity, brain damage, and emotional instability.

Two or three children were identified each year as having epilepsy. Parents were counseled in coordination with the Psychological Services, and provisions were made for a complete follow-up in regard to the students total health needs with a local pediatrician and/or community agency.

Health and Psychological Services personnel coordinated mental health education efforts through the Instructional Services component.

Health Education Program

Each summary of program development has included to some extent the education facet which is a requisite to the adequate rendering of service. Generally education efforts were coordinated through the instructional component and on occasion were developed and implemented in conjunction with the social and psychological component personnel. Parent, teacher, and student education were facets of the total health education approach. Various techniques were used in providing for learning experiences in the following health-related areas:

Personal (cleanliness and fitness)

Mental

Family life

Alcohol, drugs, and tobacco

Communicable diseases

Community

Safety

Nutrition

Consumer

Dental

Nurses often served as resource persons and teamed with teachers in developing units. Films and catalogs were secured from the following sources:

Alabama Department of Public Health

Alabama Department of Mental Health

Metropolitan Life Insurance Company

Prudential Insurance

TB Association

Heart Association

Cancer Association

American Medical Association

American Dental Association

Summary and Conclusions

Developing a health program to support a pilot instruction program for indigent students was an ever-changing task and often a frustrating endeavor. Program development was dependent in large measure upon the other component services. Adjusting and attempting to understand the evolving and interdependent roles of the staff members was a challenge.

In terms of impact, growth, or change several situations may be cited. EIP may be credited with initiating the first "RN" health service program as an integral part of the public school systems in Huntsville and Madison County.

With the implementation of several proposals approved for federal funding, the coordinator of Health Services for EIP became the coordinator for all health-related programs throughout the Huntsville system. The program effort was expanded to include students in Follow-Through and Model Cities — making a total population of approximately 11,000 students served by seven nurses.

The Huntsville nursing service impact has reached into education circles at the state level. The nursing staff of the Huntsville Public School system has been instrumental in organizing an Alabama Department of School Nursing within the state professional education association.

At a more critical level impact is much more difficult to measure. One must ask, "What has been the service rendered?" Numbers and statistics are readily available. "What has been the lasting value of such service — to what extent has health poverty been erradicated?" This is the more difficult question, and the one that defies comprehensive response. The Health Services coordinator is reminded, however, of a student who first appeared in an EIP classroom as a thin, unclean, withdrawn child. An initial team appraisal reflected staff conclusions that the child appeared to be emotionally disturbed and possibly a slow learner with apparent visual and nutritional needs. Further investigation revealed that the mother had recently died of "old age" at 35, and that the child was living with an aunt in a house serving 20 people as "home." Time and effort in a multidisciplined team approach was given in efforts to serve this student.

This child was observed recently in the school environment. She talked about her glasses. She appeared friendly, outgoing; average in height and weight. A later conversation with the teacher revealed that the child was progressing normally in a third grade class.

One person, one case history, one progress report is perhaps as valid a measure of success or of impact as any that might be devised.

SOCIAL SERVICES

The Huntsville-Madison County Education Improvement Program sought to provide a social service program that would involve the parents in the education of the child and at the same time improve the home-learning environment.

Experience was limited in the Huntsville-Madison County area in terms of the schools' endeavoring to serve as a change agent in the life style of the families whose children were in the public schools; however, the EIP concept required that the school assume this new role. The many organizational and program changes related to these efforts during the course of the five-year period reflect this inexperience. The "growth pains" which accompany the development of any new service within a public institutional setting have been a part of the Social Services development.

Qualified social service personnel were not immediately available in the area. Initially the guidance counselor assumed responsibility in regard to the total family development. Teachers, of course, assisted in this task and were required as a part of their job to visit regularly in the homes of the children. They were asked to help the family members feel that they were a part of the child's school experience. Many teachers developed excellent rapport with the families of the children served in the program. They were often overwhelmed, however, at the multitude of needs which they en-

countered. They were not trained to expect nor to cope with the many problems. Information regarding services which could be obtained from community agencies was spotty, and referral procedures were often not clear or well understood. Primary teaching responsibility precluded the teachers' being able to devote enough time to the home situation to adequately follow-up in insuring assistance from community agencies. The testing program was coordinated in the first year through the guidance counselor,and the responsibilities in regard to both of these critical areas became overwhelming.

The "size of the task" which had been undertaken in the proposal became increasingly apparent, and a second approach was initiated in the second year. The new health coordinator was asked to assume major responsibility for follow-up and referral to community agencies for social service-related needs as well as those relating specifically to health problems. As federal funds became available to meet the health needs of the children, the Health Services staff had to establish new work load procedures in order to insure that the monies would best serve the population. The task of identifying, establishing priorities, and insuring follow-up in health-related matters tended to lessen the time which nursing staff members could devote to problems categorized as non-health related.

It was at this point that the program was able to secure the services of a professional person trained in social work, and a separate Social Services

component was established. One staff person was employed to work specifically as a social worker in March, 1968. In February, 1970, a second person was added to work full time with this component. Presently these staff services are coordinated in conjunction with the Follow-Through social service program which serves many indigent children and their families in the early elementary grades in the city of Huntsville. The families served often have children in both EIP and Follow-Through. Obviously many former EIP students feed into the Follow-Through Program.

The Social Services program as it is presently structured is designed to provide those services necessary to maintain the child's attendance at school. Two approaches are used in meeting this objective. One approach seeks to assure that the family receives necessary food, clothing, and emergency medical assistance. Referrals to community agencies for relief in continuing and specific circumstance is, of course, a major responsibility in this regard. The second approach is to involve the parent in the school program in efforts to insure that the child's education becomes a family experience.

In the "critical services" facet of the program, the social workers have relied on referrals from the teachers and the families themselves. Each teacher has worked closely with the children in her classroom and their families. Often initial contact was made through a routine home visit.

In other instances a family problem would be recognized by the teacher;

she in turn, would notify Social Services for consultation and/or casework service for the family.

In efforts to better serve EIP families with needed information and referral assistance, the Social Services personnel have attempted to fully identify the social agencies in the community and the services available to families through them. During the five-year period referrals have been made to the following persons or agencies:

(1) Christmas Charities, (2) Catholic Charities, (3) Community Action Committee, (4) private physicians and dentists, (5) Planned Parenthood, (6) Model Cities, (7) Huntsville Housing Authority, (8) Alabama Department of Pensions and Security, (9) local church groups, (10) Madison County Health Department, and (11) Family Court.

Coordinating efforts with the Follow-Through Program has insured that only one social worker is assigned to a given family. The cooperative pattern has also permitted more extensive service to EIP parents within the public school setting. Follow-Through budgeting has permitted the hiring of paraprofessional social service workers drawn from the disadvantaged community. These persons work in the neighborhoods and parent lounges which have been established in the city centers. EIP as well as Follow-Through parents have the benefit of these contacts, services, and facilities.

Generally school-related interest or the parent involvement aspect of the Social Service program has been greatest in those centers having parent workers and lounges. The parent workers have served as examples that other parents have tended to imitate in their relationship to the school, the

program, and the staff. The paraprofessionals in the program have demonstrated to the disadvantaged community that they attach importance to school-related tasks and that they have a significant role to play in the school setting.

In those areas in which parent lounges had not been established, the social workers organized activities which were held in parent homes, classrooms, and the various community centers. Often the disadvantaged feel isolated from their community because of a lack of material goods and social standing. It is hoped that through participation in community organized activities these families can learn that they, too, have something to contribute to the total community, including the school, and their children's lives.

Parent involvement is seen as a process which begins on a level of social activities within the school and progresses to a more sophisticated level of participation in school policy and decision making. As it is a continuous process, the various levels of parent involvement are carried on simultaneously. Following is a description of the EIP experience with the three levels of participation:

1. Parent Activities

   This was the first level at which parents were encouraged to come to the school. Through these sessions parents became familiar with the school and learned to feel comfortable. The following activities are representative of the first level:

Parent teacher socials
Weekly parent meetings
Pot-luck dinners
Exercise groups
Sports events
Crafts projects
Sawdust parties
Rummage sales
Bake sales
Picnics
Halloween, Christmas, and Easter parties
Fashion shows

2. Parent Education

The second level began soon after the parents learned to know one another and acquired a certain amount of security. They became dissatisfied in conducting only social gatherings and requested meetings and programs to provide learning experiences. The following activities are included at the second level:

Nutrition and cooking classes
Sewing classes
Red Cross training and parent-staffed clinics in the schools
Communicable disease sessions
Driver's education
Films
Poison prevention sessions
Manuscript writing

(The community agencies which assisted in providing these programs were the Home Demonstration Extension Service, Neighborhood Community Centers, Community Action Committee, and the Red Cross.)

3. Parent Participation in the Classroom and School

Under the supervision of the resource teacher, the parents finally went into the classrooms to assist in the instructional phase of the program. They made games for the children and helped the teachers whenever possible. Many parents have exhibited a sense of pride and belonging that they previously lacked. They were enthusiastic and often had enough initiative to push for necessary maintenance work within the school.

Efforts have also been made to provide in-service and educational sessions for the Social Services staff. Agency visits and conferences were planned in an effort to foster better communication and to gain more knowledge concerning available services. At the larger community level, an interagency conference group has been established to facilitate communication among agencies. This group has been of great educational importance to the staff.

In conjunction with the Follow-Through Program, the entire staff has visited the Bank Street College of Education in New York City. It was most helpful to see a parent program in action and to exchange ideas on parent involvement.

In conclusion it may be well to emphasize that with the establishment of the parent lounges and the hiring of parent workers in the school, parent interest and involvement have risen sharply. Indications are, that with a place of their own in a school, parents assume more initiative and demonstrate a greater sense of responsibility for their child's education. The enthusiasm and determination which the parent workers have shown have done much to provide positive behavioral examples for the other parents.

It is hoped that the public school officers will recognize the value of parent programs for the disadvantaged in the school setting and continue to allocate budget for such efforts. Hopefully — in this event — greater evidence will be seen of parents exercising responsibility in regard to the education of their children.

PSYCHOLOGICAL SERVICES

The following report is divided into units covering each of the five-year periods of the program's operation. The final part reflects the overall observations and general conclusions.

Annual Review 1966-67

During the first year of the Education Improvement Program, the Psychological Services component was referred to as the Guidance Service with one counselor employed. Efforts were made to implement a program in accordance with the following objectives:

1. To assist teachers in keeping a case inventory on each child.
2. To perform individual and group counseling.
3. To plan and coordinate the EIP testing program.
4. To coordinate the functions of the home, school, and community.
5. To provide for placement according to the needs of the individual.
6. To provide a follow-up on all EIP children.

The guidance counselor served as a consultant in devising useful forms and assisting the teachers in the use of the forms. Also, the counselor observed in the classrooms and, in conferences with the teachers, suggested ways to help the children.

The testing program for the first year was coordinated and implemented by the guidance counselor. The instruments used for evaluation were the Attitude Behavior Inventory (ABI), the Peabody Picture Vocabulary Test (PPVT), and the Metropolitan Readiness Test (MRT).

The ABI was formulated by an EIP committee. The test was not standardized, and there were no norms with which to compare the results. The purpose of the inventory was to assist the teacher in identifying the children's weaknesses. Results indicated weaknesses in body awareness, vocabulary, and auditory skills.

Table 1 presents PPVT results. A low verbal intelligence among EIP children is clearly indicated.

The MRT was administrated in February, 1966, and in May, 1967. Table 2 presents a summary of the pre- and posttest scores. The total mean raw score on the MRT pretest was 28.2 (10th percentile in comparison with national norms); the posttest was 33.7 (15th percentile in comparison with national norms).

At the end of the year the counselor recommended further psychological testing for 40 children. These children were tested during the summer, and recommendations for placement were made by the examiner. During the year one child was identified as a mongoloid and placed in a special school; two children were referred to the Mental Health Clinic.

TABLE 1

PPVT Results for EIP Children
1966-67

	Pretest	Posttest	Results Indicate
Number	211	211	a low verbal intelligence (According to the PPVT manual, children whose IQ's range from 75-89 are considered slow learners.)
Mean IQ	76	88	
Range of IQ's	34-123	51-119	
Mental Age Mean	4 yrs. 2 mo.	5 yrs. 2 mo.	
Range of Mental Ages	2 yrs. 6 mo. 7 yrs. 6 mo.	3 yrs. 4 mo. 3 yrs. 7 mo.	
Chronological Age Mean	5 yrs. 8 mo.	6 yrs. 1 mo.	

TABLE 2

MRT Results for EIP Children
1966-67

		Pretest (253 Children)	Posttest (292 Children)	Results Indicate
Test Sections	Number of Items	Means (By Sections)	Means (By Sections)	
Word Meaning	16	5.4	5.7	lack of verbal concepts
Listening	16	8.0	7.4	slowness in comprehending phrases and sentences and making inferences
Matching	14	3.1	4.9	lack of visual perceptual skills
Alphabet	16	3.7	5.7	lack of ability to recognize letters of the alphabet
Numbers	26	5.5	6.5	lack of knowledge in number concepts, quantitative relationships, money concepts, recognition, and ability to produce number concepts
Copying	14	2.7	3.5	lack of visual perception and motor control
TOTAL	102	28.2	33.7	likely to have difficulty in first grade work
Percentile		10	33.7	should be assigned to slow section and given more individualized work

Annual Review 1967-68

The Guidance Service component was renamed Psychological Services, and a psychologist was employed in addition to the guidance counselor in the second program year.

The objectives were limited to assisting teachers in developing each child to his fullest potential through diagnosing of learning problems, assisting teachers in the development of individualized instruction, and implementing effective program evaluation.

Consultants from the University of Alabama assisted in designing the following research and/or evaluation programs:

1. Sociological research
2. IQ research
3. Frostig developmental
4. Language Master
5. Laterality
6. Male Model
7. Teachers' activity data
8. Metropolitan Readiness Test

Sociological Research Program

Personal data sheets were used to collect sociological information on EIP families. The sociological data were collected by professionally trained personnel.

The 1967-68 population was found to be 77 percent urban and 23 percent rural. The mean income for EIP families was approximately $3,500 per year with 3 percent of the families on welfare. A comparative study with private kindergartens with middle-class children showed a median annual income of $11,000. EIP parents in general lacked educational attainment. (The educational level of EIP parents is presented in Table 3.) The general occupational data indicated that 51 percent of the EIP fathers were employed in unskilled jobs, and 26 percent, in semi-skilled jobs. The data indicated that the average EIP child lived in a five room house with seven to eight other persons. The average number of siblings in the black home was 4.5; in the white home, 2.8. Television viewing was the most frequently reported family activity; church attendance, second.

Intelligence Testing Program

The purpose of the intelligence testing research program was to find a test that would measure intellectual growth and also be valid, reliable, and economical in time and cost. An evaluation was made on the following selected instruments: Peabody Picture Vocabulary Test (PPVT), Slosson Intelligence Test (SIT), and Stanford-Binet Intelligence Scale, Form L-M, (SBIS). Because of the high validity and reliability of the SBIS, an attempt was made to validate the SIT and PPVT with it. It was hoped, by applying an appropriate formula, that a SBIS score could be predicted from the scores of a more economical test.

TABLE 3

Educational Grade Level of EIP Parents
1967-68

	Negro Males	White Males	Negro Females	White Females
Rural	5.59	7.06	6.78	6.30
Urban	4.68	7.89	8.19	7.98

A group of 60 children was randomly selected from the total population of 564 children. The PPVT, SIT, and SBIS pretests were administered in September, 1967, and posttests, in May, 1968.

The PPVT tended to place a disproportionate number of children in the retarded and borderline mentally defective ranges of intelligence. The SIT tended to concentrate the children in the average range with a small percentage above and below average. The SBIS showed a dispersion of scores which was more in the expected range although there was some overloading in the borderline and dull normal range.

A comparative study of IQ scores of four and five year old children included in the study was also conducted. The results indicated a general decline in measured IQ from age four to five on all the tests. There was less decline on the PPVT than on the SIT and SBIS. This may have been due, in part, to the lower mean score on the PPVT and lack of instrument sensitivity.

The mean IQ on the SBIS pretest was 85.91; the posttest mean IQ was 93.04. The significance was at the .001 level of confidence.

It was concluded that the PPVT tended to underestimate the potential of the EIP population. The SIT was not sensitive to change. Neither test gave an appropriate analysis of the students' strengths and weaknesses. The SBIS was superior to the PPVT and SIT in terms of expected scatter and identifying strengths and weaknesses. Conversion formula reliability could

not be established. The SBIS continued to be used as the primary IQ measurement instrument throughout the program's operation.

Frostig Developmental Program

The Frostig Developmental Program in visual perception was advocated as a means of overcoming perceptual deficits. One control and three experimental groups of five year old children were randomly selected to determine the effects of the program. All four groups were pre- and posttested with the Frostig Perceptual Test. The three experimental groups were given the Frostig Preparatory Program which consisted of various types of physical and perceptual exercises.

Group one completed the basic Frostig program using all recommended procedures including the workbooks. Group two used only the workbook activities designed to overcome specific areas of weaknesses as diagnosed by the Frostig Perceptual Test. Group three used the preparatory exercises over the ten week period of the experiment but did not work in the Frostig workbooks. The control group participated in a regular EIP curriculum program.

At the end of ten weeks all mean scores for experimental group one, as measured by the Frostig Perceptual Test, were significantly improved at the .01 level of confidence from initial to final testing. Group two improved significantly at the .05 confidence level in the areas of figure-ground relations, position in space, and total perceptual quotient. Group

three improved significantly at the .01 level in spatial relationships but performed significantly lower on the position in space subtest.

The control group did not demonstrate significant gains on any of the six subtests. On three of the six subtests, the control group scored lower on the posttest than on the pretest although these losses were not statistically significant.

Preparatory exercises did not contribute to the growth of perceptual capacity as measured by the Frostig tests. Similarly, neither maturation nor the regular EIP program contributed significantly to increased perceptual capacity.

The purpose of the experiment was to determine whether specific physical routines, a regular EIP program, a total Frostig program, a partial Frostig program, or a combination of these factors contributed to perceptual development. The results indicated that the total Frostig program contributed significantly to the development of copying and matching skills as measured by the MRT. Further, it was found that partially structured or totally nonstructured programs did not obtain the desired results.

It was recommended on the basis of the research that the Frostig Developmental Program become a routine part of the EIP curriculum and be included in the Follow-Through Program in cases of demonstrated need.

Language Master Research Program

Since a large number of EIP children were found to have speech problems,

a program was implemented by Flake (1969) to evaluate the effectiveness of the Language Master when used for group training on a routine basis. Six classes were randomly selected to participate in the study. Half the groups (experimental) were exposed to Language Master activities for three months on a routine basis in addition to regular curriculum activities. The three control groups participated in the regular EIP classroom program. No statisticaliy significant gains in speech improvement could be noted from the data.

Laterality Research Program

Because of the disproportionately large percentage of poor readers who come from economically disadvantaged backgrounds, a study of laterality was conducted by Whatley (1968) to determine whether hand preference might be causally related to the problem. According to test results on the MRT and SBIS, there were no significant differences among the groups (left handed, right handed, and mixed laterality groups). These groups measured generally the same on cognitive factors.

Male Model Research Program

Thirty percent of the children were from homes without fathers. The Male Model Research Program was designed to provide a responsible masculine image for these children. The effects of the models were measured by the following instruments: Sex Identification Scale (SIS), constructed by Dr. Carl Cecil, and Draw-A-Person Test (D-A-P). There were no significant

changes found on pre- and posttest scores as measured by the tests. There was some reason to believe that on an individual basis some children were affected by the program. It was recommended that the program be revised for the next school year, 1968-69.

Teacher Activity Data Research Program

In the spring of 1968 EIP teachers were requested to complete a form which indicated which programs, practices, and equipment they had used. In addition, they were asked to identify the dates that each activity had been initiated and the frequency of use. Intercorrelational matrices tended to show positive relationships between some activities and MRT subtest scores. Some of the activities indicated little or no relationship to MRT performance. Since the information was gathered retrospectively, many teachers were uncertain as to the validity of their statements concerning these activities. Therefore, the results were highly questionable. The study was revised for the following school year, 1968-69.

Metropolitan Readiness Test Research Program

The MRT was selected to measure for comparison purposes the skills and abilities that contribute to readiness for first grade instruction. It was administered to all five year old children enrolled in EIP and to five year old children in three private kindergartens. A comparison of MRT scores indicated that the private kindergarten children made the highest mean

scores on all subtests with the exception of the matching subtest. The EIP children in experimental group one of the Frostig Developmental Research Program had the highest mean score in matching.

When evaluated in relation to national norms, the MRT scores reflected the following percentiles: 26th percentile for the regular EIP children, 35th percentile for the Frostig experimental group one, and 57th percentile for the private kindergarten children. Table 4 presents the MRT scores for regular EIP children, Frostig experimental group one, and private kindergarten children.

A total of 3,506 tests were administered during the 1967-68 school year. A summary of the tests is given in table 5.

TABLE 4

MRT Scores of EIP Children and Private Kindergarten Children

	Regular EIP	Frostig Experimental Group 1 EIP	Private Kindergartens
Word Meaning	6.2	7.1	10.3
Listening	9.6	9.2	10.3
Matching	6.4	8.1	7.6
Alphabet	6.8	6.6	10.4
Numbers	9.9	10.0	12.3
Copying	3.9	5.9	7.7
Total	41.5	47.0	58.6
Percentile	26	35	57

TABLE 5

A Summary of Tests Administered to EIP Children During 1967-68

Test	Pre	Post	Tests Total Number
Stanford-Binet Intelligence Scale, Form L-M	X		609
Stanford-Binet Intelligence Scale, Form L-M		X	135
Slosson Intelligence Tests	X		60
Slosson Intelligence Tests		X	53
Peabody Picture Vocabulary Tests, Form A	X		220
Peabody Picture Vocabulary Tests, Form B		X	205
Identification Scales	X		90
Two Identification Scales Per Child		X	180
Frostig Visual Perception Tests	X		70
Frostig Visual Perception Tests		X	65
Metropolitan Readiness Tests		X	475
Vineland Social Maturity Scale	X		600
Vineland Social Maturity Scale		X	60
Individual Cases Referred to Psychological Services for Evaluation			75
Laterality Test		X	100
Metropolitan Achievement Tests (Follow-Through Program)		X	509
Total			3,506

Annual Review 1968-69

The overall objectives and staffing remained the same. The activities were modified, but the program continued to be research oriented.

Three of the research projects for the 1968-69 school year were extensions of previous research. Major evaluation and research was conducted through the following programs:

1. Sociological research
2. Intelligence quotient evaluation
3. Male Model research
4. Teacher personality effect research
5. Peabody Language Development Kit research
6. Metropolitan Readiness Test research

Sociological Research Program

The 1968-69 EIP population was found to be 62 percent urban and 23 percent rural. The mean income for EIP families was approximately $2,925 per year with 15.4 percent on welfare. The occupational data indicated that 40 percent of the EIP fathers were employed in semi-skilled jobs; 20 percent were employed in unskilled jobs; and 19 percent in skilled jobs. Television viewing was reported to be the most frequent EIP family activity; church attendance was second.

Intelligence Testing and Evaluation Program

The SBIS was used to evaluate gains in intellectual functioning of EIP children during the 1968-69 school year.

The pretest mean score on the SBIS was 82.68. The posttest mean score was 95.57.

Male Model Research Program

The Male Model Program was redesigned for 1968-69 school year by Minetos (1970) to evaluate the identity effect of an intervening male in a classroom setting.

Six intact groups were randomly selected from 40 EIP classrooms. Three of the groups were designated experimental; the remaining three were control groups. Four male models were selected for the study. Two of the models were white and two were black. The Minnesota Multiphasic Personality Inventory (MMPI) was administered to each male model in order to obtain a personality assessment.

The male models worked with the experimental groups on a daily basis for approximately two hours each day over a period of 90-120 days.

The experimental and control groups were pre- and posttested with the Sex Identification Scale (SIS). Results of the tests indicated that both the experimental and control groups showed a gain in appropriate sex-role preference. The experimental groups' gain was greater than that of the control group, but the difference in gain was not statistically significant.

The Effects of Teacher Personality Variable on Changes in Self-Concept and Intelligence in Culturally Deprived Children Research Program

The study was designed by McDaniel (1970) to ascertain the effects of selected teacher personality variables and their influence on the self-concepts and intelligence quotients of culturally deprived children. Consideration was given to the following teacher variables:

1. Defensiveness vs. openness
2. Rigidity vs. flexibility
3. Compulsiveness vs. non-compulsiveness
4. Anxiety vs. non-anxiety
5. Optimism vs. pessimism
6. Authoritarianism vs. democratic attitude

Teacher characteristics were identified through the following testing instruments: MMPI, Allport-Vernon Lindzey Study of Values (AVLSV), and Thematic Apperception Test (TAT).

There appeared to be no combination of personality characteristics that correlated with the self-concepts or intelligence quotients of EIP children. Please note this example: One teacher exhibiting a definite pattern and whose children appeared to be doing extremely well would be matched to another teacher with similar traits. The self-concepts and I Q's of the second group of children would frequently be low enough to reduce correlations significantly. Consequently, no clear-cut relationships were

established between teacher personality characteristics and student self-concept or intelligence quotients as measured by the instruments used in this study.

The Effect of the Use of the Peabody Language Development Kit upon Intellectual Functioning and Achievement of Disadvantaged Preschool Children Research Program

This research study was conducted by Richmond (1970). The purpose of the study was to investigate the effectiveness of the Peabody Language Development Kit (PLDK) in bringing about positive changes in general intellectual functioning and general achievement in a group of disadvantaged four year old preschool children. Intellectual functioning was measured by the 1960 SBIS, and general achievement was measured by the 1967 Preschool Inventory (PI).

The study was limited to a sample of six intact groups. Three groups (consisting of 36 children) were randomly assigned as experimental; the remaining three groups (consisting of 37 children) were assigned as control groups. All intact groups were randomly selected from 13 EIP classrooms consisting of a total population fo 200 four year old preschool children.

Statistical analysis indicated there were no significant interactions between test results and treatments on either intellectual or achievement measures between the experimental and control groups. However, both the experimental and control groups' pre- to posttest SBIS mental age scores and the PI total score units increased significantly at the .01 level. The control

groups showed less variability on posttest scores than on pretest scores as indicated by the standard deviations.

Since the gains of the control group roughly equaled those of the experimental group, educational advantage could not be accorded the experimental treatment. The gain in mental age scores on the SBIS and total scores on the PI may be attributed to the children having become adjusted to the preschool program or having become more competent in test-taking since the same forms for each test were used for pre- and posttesting. Also, maturation probably played some part in the increase in both intellectual and achievement scores.

Teacher factors may have been a major uncontrolled variable in the study. The control groups' teachers may have compensated for the lack of an experimental treatment.

Metropolitan Readiness Test Evaluation and Comparison Program

The Metropolitan Readiness Test (MRT) was used to test kindergarten children in the spring of 1969. The test was selected to measure the skills and abilities that contribute to readiness for first grade instruction. The scores on the tests were compared to 1968 MRT results on the basis of socioeconomic factors and special programs. These scores are presented in Table 6.

The results indicated that the 1968-69 group means were roughly equivalent to the 1967-68 mean scores on MRT. However, the matching, number, and copying subtests on the 1968-69 group were lower although

they did not approach statistical significance and therefore may have been due to chance factors.

A total of 2,345 tests were administered during the 1968-69 school year. A list of the tests appears in Table 7.

TABLE 6

MRT Comparison Mean Scores

	Private Kindergarten (1967-68)	EIP (1967-68)	EIP (1968-69)
Word Meaning	10.3	6.2	6.1
Listening	10.3	9.6	9.2
Matching	7.6	6.4	5.6
Alphabet	10.4	6.8	7.3
Numbers	12.3	9.9	8.8
Copying	7.7	3.9	3.0
TOTAL	58.6	41.5	39.9

TABLE 7

Tests Administered to EIP Children During the 1968-69 School Year

	Pre	Post	Total
Stanford-Binet, Form L-M	449	160	609
Frostig Perceptual Test	108	105	213
Preschool Inventory	90	85	175
Sex Identification Scale (SIS)	120	119	239
Draw-A-Person Test	120	119	239
Allport-Vernon-Lindzey Study of Values	40		40
Thematic Apperception Test (TAT)	40		40
Minnesota Multiphasic Personality Inventory	45		45
Cases Referred to the Psychological Service for Individual Evaluation	37		37
Metropolotan Readiness Tests		353	353
Metropolitan Achievement Tests (Follow-Through Program Children)		355	355
TOTAL	1,049	1,296	2,345

Annual Review 1969-70

Within the framework of the established objectives, emphasis was placed on individual case studies. More teacher and parent conferences, increased individual evaluations, the introduction of play therapy, and greater coordination between home, school and community became possible. Another psychologist was added to the staff.

Psychological Services worked closely with Instructional Services in coordinating an instructional program based on the individual child's strengths and weaknesses as reflected in test results of the SBIS. Assistance was given to the instructional staff in developing motor-perceptual exercises for the Frostig Developmental Program. Three workshops demonstrating the use of the Frostig materials were conducted by Psychological Services for EIP teachers.

A total of 30 in-service meetings, workshops, and consultant meetings were held by Psychological Services throughout the school year. A summary of the meetings and workshops is presented in Table 8.

Table 9 presents the number of conferences, case studies, home visits and referrals for the 1969-70 school year.

TABLE 8

In-service Meetings and Workshops Conducted by Psychological Services during the 1969-70 School Year

Frostig workshop for teachers	3
Parent education workshop regarding the Frostig Program	2
Workshop for 14 test administrators regarding the administration of MRT	1
Workshop for 12 coordinators regarding the SBIS pretesting	1
Workshop for seven coordinators regarding the SBIS posttesting	1
Workshop for teachers involved in Language Master Research Program	1
In-service meeting with teachers regarding SBIS interpretations	1
In-service meeting with teachers regarding functions of Psychological Services	1
In-service meeting taped for teachers of disadvantaged children at Alabama A & M University	1
ETV series participation by Psychological Services	3
Meetings held with consultants and specialists during the 1969-70 school year	15
TOTAL	30

TABLE 9

Conferences, Case Studies, Home Visits, and Referrals during the 1969-70 School Year

Play therapy sessions	19
Teacher conferences	85
Team conferences	10
Group conferences held with Cavalry teachers of four and five year old children	2
Individual case studies	36
Home visits	21
Referrals to Psychological Services for further evaluation	36
Referrals to Health Services	37
Referrals to Speech Services	29
Referrals to Social Services	6

In 1969-70, evaluation and/or research was conducted in the following areas:

1. Sociological data
2. Intelligence testing
3. Language Master
4. Teacher personality
5. MRT
6. Demographic factors

Sociological Data Research Program

The 1969-70 EIP population was found to be 70 percent black and 30 percent white. Seventy percent were from urban residences, and 30 percent were from rural areas. The mean income of the families was approximately $2,909 with 16 percent on welfare. The general occupational data indicated that 40 percent of the EIP fathers were employed in semi-skilled jobs, 20 percent in unskilled jobs, and 19 percent in skilled jobs. Television viewing remained the major family activity with church activities again in second place.

Intelligence Testing and Evaluation Program

During the school year 1969-70, the SBIS was administered to 429 entering EIP children. The pretest SBIS mean was 87.21 and the posttest mean was 95.18.

Language Master Research Program

A research program was designed by the Speech Services component to determine the effectiveness of the Language Master when used on an individual basis rather than on a group basis as in previous research.

The experimental group consisted of 16 children with identified articulation problems as measured by the Hjena Articulation Test. The control group consisted of 16 children with similar problems. The experimental group received a three-minute period of daily training on the Language Master for 57 sessions. The control group received the regular program designed for EIP children.

Results indicated a tendency for the experimental group to improve articulation of difficult blends; however, a statistical analysis indicated no significant difference between the experimental and control groups as measured by the Hjena Articulation test.

The Effects of Selected Teacher Personality Variables on Readiness, Self-Concept and Changes in Intelligence Quotient Research Program

A random sample consisting of 12 teachers of five year old children was grouped into three personality constellations based on 16 personality variables. Five children were randomly selected from each of the 12 teachers' classes.

Teachers not previously tested were administered the MMPI, AVLSU, and TAT. All teachers were administered the Edwards Personality Inventory, Forms

I and IV. The children were administered the MRT, the measurement of Self-Concept in Kindergarten Children (MS-CKC), and the pre- and post-tests on the SBIS. On the basis of tests results teachers were divided into three groups. Group I teachers were characterized by anxiety, dependency, inability to place themselves in another's position, dissimulation, low interest in economic activities, and high value attachment to aesthetic interests. Group II profiles indicated that these teachers had low anxiety levels, low needs for dependency, affection, and dissimulation; and little interest in activities related to economic, aesthetic, and social factors. Group III was characterized by the same traits as group II except that they were highly interested in economic, aesthetic, and social activities.

The study indicated no statistically significant advantages for the children who were students in any one of the three teaching personality classifications, although a definite trend was evident for children of Group III teachers to obtain the highest reading readiness scores as measured by the MRT. Students of Group II teachers had the second highest mean MRT scores, and Group III children had the lowest mean MRT scores.

Furthermore, neither the self-concept scores as measured by the MSC-KC test nor I Q scores as measured by the SBIS were significantly different when group mean scores of students were compared using the three teacher characteristic groups as group classification criteria.

Metropolitan Readiness Test Evaluation and Comparison Program

The MRT was administered in May, 1970, to all five year old EIP children. The 1969-70 group obtained lower mean scores on the listening and numbers subtests than the previous year. The total mean score for the 1969-70 group placed it at the 22nd percentile while the 1968-69 group placed at the 26th percentile.

Statistical Analysis of Demographic Factors Research Program

Data collected and tabulated on 400 EIP children were used to group the top and bottom quartiles of children's I Q scores from the school years 1967-68 and 1969-70 with demographic data.

Statistical results indicated a significant positive relationship between the father's occupational level and the child's I Q score as measured by the SBIS. The more advanced the occupational level the higher the I Q score. Female I Q scores tended to be more highly related to the mother's education level.

The number of hours in viewing television was significantly negatively correlated to I Q scores. It was found that the greater the number of hours spent in television viewing the lower the I Q score.

Factors such as father's educational level, mother's occupation, and urban or rural residence were only minimally related to I Q score attainment with this population (Wright, 1970).

A total of 1,518 tests were administered during the school year 1969-70. This information appears in Table 10.

TABLE 10

Tests Administered during the 1969-70 School Year to EIP Children and Teachers

Stanford-Binet Intelligence Scale, Form L-M, Pretests	473
Stanford-Binet Intelligence Scale, Form L-M, Posttests	98
Wechsler Preschool and Primary Scale of Intelligence	8
Metropolitan Readiness Tests	400
California Short Form Test of Mental Maturity	79
Draw-A-Person Test	89
Bender Gestalt	89
Purdue Perceptual Motor Survey	7
Abbreviated Purdue Scales	265
Children's Apperception Tests	5
Structured Doll Play Tests	10
Edwards Inventory IA (Teachers)	40
Edwards Inventory IV (Teachers)	40
Total	1,518

Annual Review 1970-71

The objectives of the previous school year were continued. Emphasis was placed on individual case studies and coordination between home, school, and community.

Evaluation and/or research was conducted in the following areas:

1. Sociological data
2. Intelligence testing
3. MRT
4. Teacher opinion inventory

Sociological Data Research Program

The 1970-71 EIP population was 48 percent male and 52 percent female. Sixty-six percent were black; 33 percent were white; and one percent failed to respond. The distribution of ages of the new entrants was 16 percent six years old; 53 percent five years old; 29 percent four years old; and two percent with no birthdate indicated.

Throughout the program the occupational and income data have remained fairly constant. Table 11 presents the mean income data for the past four years.

TABLE 11

EIP Mean Family Income
1967-68 to 1970-71

1967-68	$ 3,500
1968-69	2,925
1969-70	2,909
1970-71	2,982

In 1969-70 the average income for black families was $2,687; white families average income was $3,641. In 1970 the mean income for black families was $2,682 while for white families, it was $3,548. Table 12 presents the distribution of family incomes by race for 1969-70 and 1970-71.

TABLE 12

Income Distribution Percentage by Race
1969-70 and 1970-71

	1969-70		1970-71	
	Black	White	Black	White
500 or less	.8	1.7	1	0
501-1000	9.9	2.8	16	1
1001-1500	12.9	6.0	9	1

Table 12 (Continued)

	1969-70		1970-71	
	Black	White	Black	White
1501-2000	10.5	5.0	12	6
2001-2500	8.2	8.8	9	7
2501-3000	12.3	6.0	13	17
3001-3500	10.0	12.1	13	18
3501-4000	15.4	19.8	12	23
4001-4500	8.2	13.2	4	9
4501-5000	5.9	14.3	6	13
5001-6000	3.6	6.6	3	3
6001-7000	1.5	2.7	1	1
7001-8000	.5	.5	1	--
8001-9000	----	.5	--	--
9001 and above	.3	----	--	--

The percentages presented in Table 12 indicate a slight increase among white family incomes in the $2500 to $4000 range and corresponding decreases in percentages at both the upper and lower end of the scale. The black family incomes show some slight movement with an increase in the $501 to $1000 range and in the $3001 to $3500 range. There is no overall trend discernable among black families.

Table 13 presents the paternal employment status over the past four years.

TABLE 13

Paternal Occupational Status *
1967-68 through 1970-71

Classification	1967-68	1968-69	1969-70	1970-71
1. Unemployed	1.7	7.8	5	7.6
2. Domestic	2.7	5.0	1	.4
3. Unskilled	51.0	37.0	20	24.6
4. Semi-Skilled	27.0	29.2	40	29.5
5. Skilled	12.3	8.5	19	22.5
6. Agricultural	2.7	8.2	7	4.4
7. White collar	2.0	4.0	7	1.1
8. Professional	----	----	--	----
9. Other	----	----	2	----

* It should be noted that the above percentages are based upon those responding to this question. Over the four years of this evaluation approximately 30 percent failed to respond to this item each year. It was assumed in these cases that there was no father in the home or for some other reason the employment of the father was unknown.

Tables 13 and 14 indicate that the employment rate has varied by about two percent for fathers over the past year. There has been a 2.6 percent increase in paternal unemployment and a 2.4 percent decrease in maternal unemployment.

Table 14 presents the occupational status of EIP fathers, mothers, or surrogates for the 1970-71 population. Other percentages have remained

TABLE 14

Occupational Status of 1970-71 EIP Parents or Surrogates

Classification	Father	Mother	Surrogate
1. Unemployed	7.6	70.6	50.0
2. Domestic	.4	9.6	18.8
3. Unskilled	24.6	4.8	6.3
4. Semi-skilled	39.5	9.8	18.8
5. Skilled	22.5	2.8	----
6. Agriculture	4.4	.2	----
7. White collar	1.1	1.8	----
8. Professional	----	.2	----
9. Other	----	.2	6.3

relatively stable although there has been a significant increase in the percentage of EIP fathers who were employed at skilled trades over the four year period. The mean educational level of all EIP parents has increased significantly since 1968-69. Table 15 presents the comparative mean educational levels for 1968-69 and 1970-71.

TABLE 15

Comparison of EIP Parents Educational Attainment by Grade Level for 1968-69 and 1970-71

		Negro Males	Negro Females	White Males	White Females
Urban	1968-69	4.68	8.19	7.89	7.98
Rural	1968-69	5.49	6.78	7.06	6.30
Urban	1970-71	10.03	9.88	8.55	8.87
Rural	1970-71	9.28	10.31	9.06	9.34

The differences between average grade level attainment of EIP parents from 1968-69 to 1970-71 are difficult to reconcile in terms of anything that is reflected in such statistics as mean income, urban-rural residence, childrens' test scores, performance, or admissions policies. Inspection of raw data reveals that there is an increased number (in 1970-71) who have

graduated from high school (25 percent of the total sample) and a decreased number in the elementary school group. One possibility may be increased attention to school attendance policies; another may be the consolidation of schools and better transportation systems; and still another possible explanation may be increased pressure to remain in school because of the Viet Nam war.

The general structure and organization of EIP families continued to be rather chaotic in 1970-71 although there appears to be some improvement in the housing situation. The number of people living in single family units ranged from 2 to 19, and the number of rooms per housing unit ranged from 2 to 9.

Table 16 compares average housing figures by race and rural or urban in three categories for the 1970-71 EIP entrants' families.

TABLE 16

Housing Figures for the 1970-71 EIP Population by Black-White and Urban-Rural Classifications

Category	Rural		Urban	
	Black	White	Black	White
Home Ownership	52.6%	61.3%	18.3%	25.7%
Av. Number of People	7.66	5.51	6.27	5.93
Av. Number of Rooms	5.07	5.03	5.32	5.00

As in previous years, rural residents own their own homes significantly more frequently than do urban residents. Black families, both urban and rural, tend to be significantly larger than their white counterparts in this respect. Black urban families average 1.2 persons per room; black rural families average 1.5 persons per room; white urban families average 1.2 persons per room; and white rural families average 1.1 persons per room. These averages are similar to the 1968-69 figures with one exception. Rural black families averaged 2.2 persons per room in 1968-69 as compared to 1.5 in 1970-71.

The median EIP child lives in a five room residence with six people. The median family contains four children. EIP children are the oldest children in the families in 24.9 percent of the cases and the youngest in 39.6 percent of the total EIP population. The average number of siblings in black families is 4.56, and in white families the average is 3.61.

The marital status data on EIP parents for 1970-71 are presented in Table 17.

TABLE 17

Marital Status of EIP Parents 1968-69, 1969-70, and 1970-71

	1970-71	1969-70	1968-69
Living Together	57.0%	59%	62.7%
Divorced	8.1	14	5.4

Table 17(Continued)

	1970-71	1969-70	1968-69
Father Deceased	2.0%		
Mother Deceased	1.1		
Mother Remarried	3.4		
Other	12.0	8%	.7%
Separated	14.0	15	15.1

Over the past three years of the project there has been a slight decrease in the percentage of parents living together. There has also been a decrease in the percentage of parents who are separated, but an increase in the percentage of parents who are divorced is noted in the past two years. The divorced category does not approach the national average divorce rate, but it is significant to note that only 57 percent of the families have both parents present.

Table 18 presents data indicating with whom the children enrolled in EIP live.

TABLE 18

Residence Information Concerning 1970-71 EIP Children
Compared to Previous Years Median

	1970-71	Median of Previous Years
Both Parents	56.3%	62.5%
Mother	33.5	28.5
Father	.9	.9
Grandparents	2.7	2.5
Father and Stepmother	.5	.8
Mother and Stepfather	3.8	2.6
Other	.9	2.5
No Response	1.8	

The comparison to previous years indicates that the percentage of EIP children living with both parents has undergone a steady decline. There is a rising incidence of children living with their mothers only and with a mother and stepfather. Whether these trends reflect greater alienation and disharmony within the home or an increase in the acceptability of attempting to remedy an unpleasant marital situation through divorce is speculative. It is felt that this aspect of community life should receive greater attention.

Table 19 lists the facilities and cultural factors available within EIP homes.

TABLE 19

Comparative Percentages of Facilities and Cultural Factors Present within EIP Homes Over a Four Year Period

Category	1967-68	1968-69	1969-70	1970-71
Phone	88%	40%	61%	51%
Television	97	89	95	92
Children's books	64	49	77	53
Daily newspaper	56	50	51	42
Magazines	46	29	55	46
Sports events	23	21	32	35
Church attendance	69	77	82	79
Movie attendance	32	28	26	37
Vacations	25	18	27	24

The data presented in Table 19 indicates no major differences in the facilities and activities available to 1970-71 EIP entrants as compared to previous years entrants. Only three areas reflect an increase in comparing categories by years 1967-68 to 1970-71. A growing number appeared to be

attending sports events. Other areas which reflected increase were church attendance and movie attendance. Inspection of raw data indicates a positive correlation between increasing income and attendance at various extra-home activities and a very slight negative correlation between increased income and church attendance.

Table 20 presents comparative data concerning the television viewing patterns of EIP children for the past four years.

TABLE 20

Television Viewing Patterns of EIP Children

Category	1967-68	1968-69	1969-70	1970-71
Range of hours per week	1-70	1-81	1-84	1-60
Mean hours per week	13.08	11.85	14.88	15.58
Median hours per week	10	8	14	14

There appeared to be a slight increase in the number of children watching television for longer periods although the median figure remained the same in 1970-71 as in 1969-70. Black children watched television in 1970-71 on the average of 15.07 hours each week; white children were reported to average 16.62 hours per week.

Intelligence Testing and Evaluation Program

The Stanford-Binet Intelligence Scale was administered to 470 children in September, 1970. The posttest was administered to 120 children in May, 1971.

The mean I Q at the beginning of the year was 85.75 with a standard deviation of 12.56. The posttest mean I Q was 94.75 with a S. D. of 12.17. The difference between the mean sccres was statistically significant beyond the .001 level of confidence. Table 21 presents the I Q's by various sub-tests and indicates statistical significance.

TABLE 21

Pre- and Posttest IQ Comparisons of Various Sub-groups within the EIP Population (1970-71)

	Pretest I Q	S.D.	N	Posttest I Q	S.D.	N
Total Groups	85.75	12.56	470	94.75**	12.17	120
Black Students	84.21	10.21	84	93.28**	11.28	84
White Students	89.40	13.55	37	98.40**	13.58	37
Four Year Olds	86.23	11.69	42	95.83**	11.84	42
Five Year Olds	85.83	11.83	80	94.23**	12.16	80

**Gain beyond the .01 confidence level.

Table 21 illustrates the fact that every subgroup as well as the total group made statistically significant I Q gains from pre- to posttesting at a level beyond the .01 level of confidence.

Table 22 reflects the intra-group I Q comparisons of various subgroups of the 1970-71 EIP population of entering students.

TABLE 22

Intra-group I Q Comparisons 1970-71 EIP Entrants

Comparison Groups		$\bar{X}$ I Q	S.D.	N	t ratio	Level of Significance
Blacks	Pretest	84.00	11.80	310	4.15	>.01
Whites		89.15	13.24	161		
Blacks	Posttest	93.28	11.19	84	1.99	.05
Whites		98.40	13.58	37		
Male	Posttest	94.58	12.82	53	.12	N.S.
Female		94.86	11.47	59		
Black Males	Posttest	93.08	11.87	34	.12	N.S.
Black Females		93.40	10.86	47		
White Males	Posttest	98.35	14.31	17	.02	N.S.
White Females		98.45	12.93	20		
4 Year Olds	Pretest	86.23	11.69	42	.17	N.S.
5 Year Olds		85.83	11.83	80		
4 Year Olds	Posttest	95.83	11.84	42	.69	N.S.
5 Year Olds		94.23	12.16	80		

The I Q testing program indicated a retention of the fairly standard differences between the measured mean I Q's of black and white children. This difference was considerably reduced from pre- to posttesting in terms of significance (moving from the .01 to the .05 level of confidence), but the actual difference of approximately five I Q points was maintained. There were no differences between boys and girls of either race. It was found, contrary to the findings of previous years, that there were no significant differences between four and five year old children on either the pre- or posttests.

Metropolitan Readiness Test Evaluation and Comparison Program

As in previous years the Metropolitan Readiness Test was administered to all EIP children who were scheduled to enter the first grade in the fall. This test was administered by the Psychological Services personnel in May, 1971, to 390 children.

White children continued to obtain higher mean scores on the MRT subtests and total score. Only the matching and alphabet subtests failed to reach statistical significance when the mean scores were compared. The other subtest mean scores were significant at or beyond the .01 level of confidence.

Table 23 contains the MRT subtest and total scores for the four years that this study was conducted. It should be noted that word meaning, matching, alphabet, and total mean scores were the highest of any year of

the program. The total score mean of 42. 5 places the group in the 27th percentile as compared to the 26th percentile in 1967-68 and the 22nd percentile in 1969-70.

The total score mean for all black children was 40.43 which ranks at the 23rd percentile while for white children the mean score was 46.72 or the 35th percentile.

In comparing the top four teachers' groups with a total mean score of 54.3 (48th percentile) with the bottom four groups with a mean score of 32 (13th percentile), one is impressed with the tremendous variability to be found in the total EIP population.

Table 24 presents intergroup comparisons. It is obvious from this table that white boys in this group possessed a great advantage over black boys in all areas measured by the MRT except matching. White girls, while scoring consistently higher than black girls, did not demonstrate the same degree of advantage.

TABLE 23

MRT Mean Score Comparisons by Years

MRT Sub-test	1967-68	1968-69	1969-70	1970-71
Word Meaning	6.2	6.1	6.0	6.4
Listening	9.6	9.2	7.4	8.1

Table 23 (Continued)

MRT Sub-test	1967-68	1968-69	1969-70	1970-71
Matching	6.4	5.6	6.2	7.0
Alphabet	6.8	7.3	7.7	8.9
Numbers	9.9	8.8	7.5	8.8
Copying	3.9	3.0	2.9	3.1
Total	41.5	39.9	39.1	42.5

TABLE 24

Intergroup MRT Comparisons 1970-71

Category	Word Meaning		Listening		Matching		Alphabet		Numbers		Copying		Total	
Total Sample	6.42		8.09		7.04		8.90		8.75		3.07		42.54	
Black	5.97	.0001	7.82	.01	6.81	N.S.	8.58	N.S.	8.14	.001	2.80	.01	40.43	.01+
White	7.37		8.67		7.52		9.56		10.01		3.64		46.72	
Black Males	6.14	.01	7.94	.01	6.35	N.S.	7.94	.05	7.92	.001	2.49	.01	38.78	.001
White Males	7.48		9.06		7.22		9.55		10.18		3.54		47.03	
Black Females	5.89	.01	7.75	N.S.	7.20	N.S.	9.15	N.S.	8.42	.05	3.09	N.S.	41.54	.05
White Females	7.24		8.26		7.84		9.74		9.66		3.74		46.48	

Revised Educative Process Opinion Inventory

The concluding item reported in the area of evaluation and research is a summarized opinion inventory based on responses of EIP teachers in the final year of the program's operation.

> In general, the EIP teachers reject the traditional subject-centered approach to teaching preferring instead to emphasize the social and emotional aspects of teaching. Student attitudes were considered of major significance. To be given serious consideration in this regard is the degree of personal interest the teacher exhibited in students' progress and in the encouragement offered. There was general rejection of maintaining "proper professional distance." Further, the teachers felt that student initiated activities, greater freedom in the classroom, and appropriate utilization of student interest was more highly motivating for children than more traditional methods. There was a concurrent rejection of punishment as a deterrent to unacceptable behavior, strict supervision, and teacher imposed values and work routines.
>
> Compared to a large general sample of Alabama teachers, EIP teachers rejected strict adherence to subject outlines and textbook sequences.
>
> The EIP personnel feel strongly that pupil participation in planning leads to more productive classroom work. They apparently feel that this is due in part to the contrasting personalities, skills, and interests of the children.
>
> Nevertheless, EIP teachers generally feel that children respond better to a well-regulated school situation in which the rules of conduct are clearly stated and understood by the children. They feel that a firm hand by the teacher combined with appropriate and predictable classroom routine but with sufficient flexibility to allow some deviation provides the best conditions for learning.

The ability to see the world through the eyes of the child, the capacity for warmth, emotional support, rapport, praise, and good general adjustment are all factors which teachers felt contributed to the well-being, adjustment, and educational attainment of EIP children.

The EIP educators feel that a clearly relevant and, at times, a problem approach to learning is the best facilitative procedure in preschool work.

Most EIP teachers feel themselves to be fairly competent to do the necessary work but believe that this requires imagination, flexibility, knowledge of each child, planning, setting a good example, and dedication to the task at hand.

Due to the reduction in research programs for the year 1970-71, more time was spent on individual case studies. A list of the various activities conducted by Psychological Services is found in Table 25.

A total of 116 EIP children were referred to Psychological Services for further evaluation. Psychological Services made 89 referrals to the other components. A list of the referrals is found in Table 26.

A total number of tests administered was 1,320. A list of the tests is presented in Table 27.

TABLE 25

Conferences, Observations, Case Studies, and Home Visits
During the 1970-71 School Year

Play Therapy Sessions	128
Teacher Conferences	175
Team Conferences	9
Classroom Observations	99
Home Visits	75
Conferences with Curriculum Staff	42
Case Reports	226
Inservice Meetings	6
Frostig Workshops	2
MRT Workshops	2
Miscellaneous Workshops (attended)	8
Classroom Guidance Sessions for Emotionally Disturbed Children	10
Inter-Agency Meetings	5
Video Tape Observations and Conferences	2
Tape Recorded Sessions	31

TABLE 26

A List of 1970-71 EIP Referrals

Referrals to Psychological Services for Further Evaluation	116
Referrals to Health Services	26
Referrals to Speech Services	36
Referrals to Social Services	20
Referrals to Other Agencies	7

TABLE 27

Tests Administered to EIP Children in 1970-71

Tests	Total
SBIS	656
Binet Classroom Profiles	10
WPPSI	61
Draw-A-Person	74
Miscellaneous Tests	37
Structured Doll Test	4
Driscoll Play Kit	6
Metropolitan Readiness Test	431
Teacher Attitude Scale	41
Total	1,320

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FINANCIAL REVIEW

LOCAL AND FEDERAL SUPPORT

As in the previous four years, the Huntsville-Madison County Education Improvement Program continued to receive financial support from both local and federal sources. Listed below is an itemized statement of local and federal support expended during the final year of the program.

Logistic Support	School Systems	$ 5,000.00
Instructional Assistants	Concentrated Employment Program	12,270.82
Medical Expense and Food Service	School System - Title I	20,000.00
Model Cities Program Medical Expense Food Service Additional Personnel		45,132.00
Total		$ 82,402.82

BUDGET REPORT STATEMENT

At the time of the writing of this document it is not possible to include a final budget report. There are several outstanding financial obligations which must be met before a complete financial statement can be provided.

The final budget report will be forwarded to the Ford Foundation just as soon as it is feasible.